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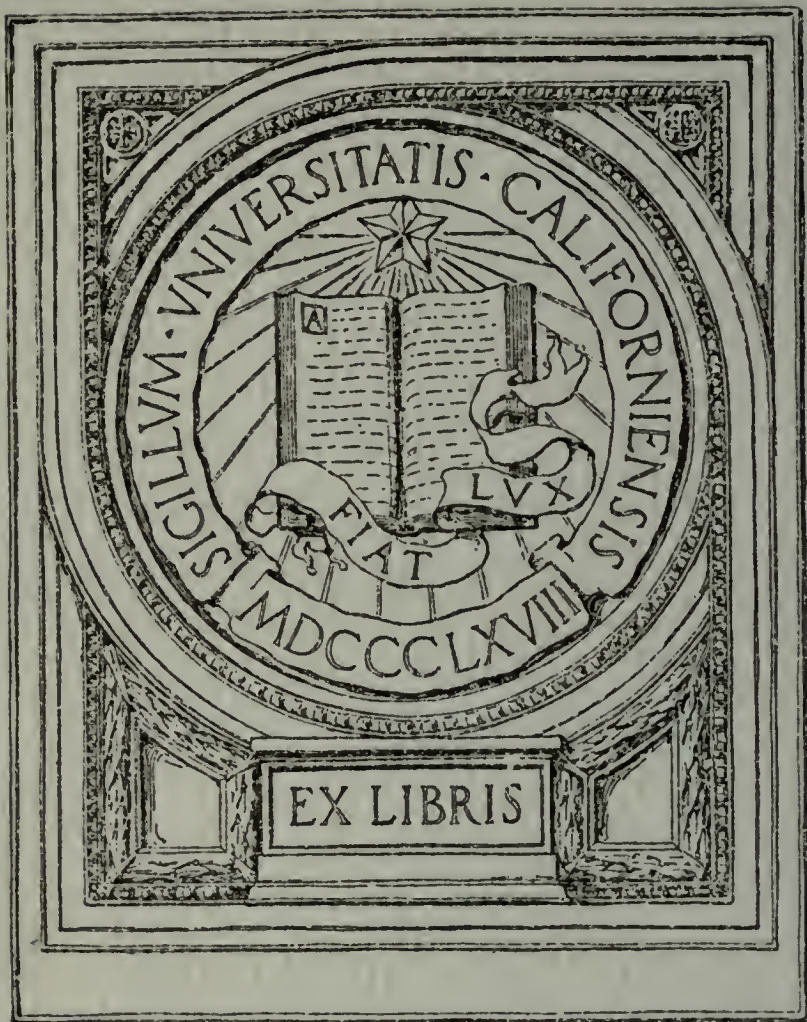
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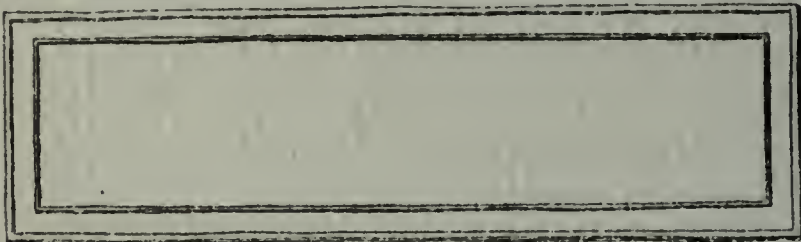


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OUR COUNTRY'S CALL TO SERVICE

THROUGH PUBLIC AND PRIVATE SCHOOLS

WORK—SAVE—GIVE



J. W. STUDEBAKER

SCOTT, FORESMAN AND COMPANY

CHICAGO

NEW YORK

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OUR COUNTRY'S CALL TO SERVICE

THROUGH PUBLIC AND PRIVATE SCHOOLS

WORK—SAVE—GIVE

A Summons and a Plan of Action for American Boys, Girls, Parents.

How to win the War for Democracy by: 1. Conserving Food. 2. Planting Home Gardens. 3. Saving Fuel. 4. Thrift—War Savings Stamps, etc. 5. Helping the Red Cross. 6. What Democracy Means.

BY

J. W. STUDEBAKER

ASSISTANT SUPERINTENDENT OF SCHOOLS, DES MOINES, IOWA



SCOTT, FORESMAN AND COMPANY

CHICAGO

NEW YORK



WORDS FROM PRESIDENT WILSON

The supreme test of the nation has come. We must all speak, act, and serve together.

.....

The whole nation must be a team, in which each man shall play the part for which he is best fitted.

.....

Loyalty means that you ought to be ready to sacrifice every interest that you have, and your life itself, if your country calls upon you to do so.

This is the time for America to correct her unpardonable fault of wastefulness and extravagance. Let every man and every woman assume the duty of careful, provident use and expenditure as a public duty, as a dictate of patriotism which no one can now expect ever to be excused or forgiven for ignoring.

WOODROW WILSON

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PREFACE

This little book is the outgrowth of a series of efforts not only to supply pupils and parents with the information necessary to an intelligent understanding of some of our great national needs, but also to make clear to them that *real* service and patriotism mean unselfishness, sacrifices freely made, and deeds actually done at home in civilian life as well as at the front in the death-struggle for Democracy.

Early in this school year an attempt was made in the Des Moines Public Schools to accomplish these ends by supplying teachers with Government pamphlets and lesson plans. This method, however, proved unsatisfactory because of the constant difficulty encountered in securing and distributing the pamphlets, the confusion resulting from the inclusion in them of a large amount of technical subject matter, and in addition to these, one of the most important of all reasons, viz., the failure to *send into the home* a book sufficiently attractive, interesting, and helpful that it would stir parents as well as pupils to *action*. This, then, is the keynote of the book: *A recognition of one's personal obligation to his country which ends in action.*

The great world crisis has brought to the consciousness of educators with greater force than ever before the principle that courses of study should not be fixed by tradition, but that school curricula must be sensitive to and determined by the *most important* needs of the *present* and *future* social order. This book is therefore based upon the conviction that the traditional activities of the school must yield to the new and more vital demands by giving up part of the time formerly allotted to them. The author recommends that a daily period of not less than 25 minutes in the grades and an equivalent amount of time each week in the high school be set aside as a Service Period, in which the activities suggested in this book may be discussed, planned, and, wherever possible, performed in the classroom. Those which cannot be done in the classroom should be followed up by the teachers, who after all are the most influential and therefore the most responsible agents for the development of good citizenship.

Such a period, holding as it should a definite place on the regular program of the school, and designed for the purpose of causing pupils to think and work intelligently and unselfishly for *others* will do much to develop among them a clear conception of the rapidly increasing interdependence of modern society. It will be more effective than any other period in bringing the boys and girls of today—the adult citizens of tomorrow—into a full realization of the fact that their destinies are unavoidably bound up with the fortunes of their fellows; that their future happiness is as dependent upon the happiness of others as upon their own individual achievements. The result will be a real conservation of resources, a stronger nation-wide morale, and the development of an unwavering determination to stand together and fight for Democracy to the end.

As stated above, the book has been prepared for the purpose of informing and influencing parents as well as pupils. It should, therefore, be used in as many grades as possible. In Des Moines each pupil from the kindergarten through the high school received a copy. In the lowest grades, where it can not be studied, teachers have a series of lessons on the content of the book, direct the children's attention to

some of the pictures while discussing certain points, ask the pupils to insert a book mark at a particular page, and request them to have their parents read up to that place in the evening. In addition to this procedure there are, of course, many other exercises in the form of dramatizations, dialogues, songs, etc., that add much enthusiasm as well as seriousness. In the intermediate and upper grades, and in the high school the pupils eagerly study the book as a text; bring into the class discussion their own interpretations and experiences and information gleaned from available reference material; make and compare the various records suggested; write patriotic compositions and plays; carry into the home and into general practice the suggestions in the book, etc. In all grades the pupils are daily doing Red Cross work; buying Thrift Stamps and War Savings Stamps; discussing conservation, gardening, the value of economy, and the evil of waste.

Aside from the exercises definitely arranged for, the material on every page furnishes the basis for valuable discussion which may be so handled as to secure practical action among the pupils. For example the statement on page 18 "Breadstuffs are wasted by careless storing of cereals (insects destroy flour and meal)" will suggest such questions as these: What kind of flour or meal have you ever seen destroyed by careless storing? Where was it stored? What destroyed it? How might it have been saved? etc. Again, on page 33 the question is asked, "How many teaspoonfuls of sugar do you think you eat each day?" Extend this by asking several pupils individually to tell for each meal in the day how many teaspoonfuls they generally use. Ask them to estimate the amount used in pie, cake, jelly, ice cream, candy, etc., that they eat and add this to the total amount which they put in cereals, cocoa, coffee or tea, fruit, etc. Another illustration of these numerous opportunities is found on page 98 where reference is made to the lack of patriotism shown in purchasing luxuries and spending lavishly on clothing. All through this section on Thrift, as elsewhere in the book, the teacher should capitalize the opportunity to impress the value of the simple life, the dignity of honest labor, and the evil of extravagance and idleness.

The author is deeply grateful for the generous help received from many people and organizations. He is especially indebted to the Committee on Public Information, the American Red Cross, the United States Food Administration, the United States Department of Agriculture, and the War Savings Committee for pictures and material; to the American Red Cross for pictures used in Part V; to Laura Moulton, Gertrude Murphy, Emma Bradley, Clara Funston, Anna Stohlgren, Frances Umpleby, and Laura Mathews, elementary school principals in Des Moines, Iowa, for the preparation and criticism of much of the material on food conservation; to Dr. E. G. Cooley, Director Junior Red Cross for the Central Division, for his helpful suggestions; to L. P. Benezet, Superintendent of Schools, Evansville, Indiana, for the preparation of the section on the Junior Red Cross; and to Mr. Seth Shepard, Country Life Director, Cook County, Illinois, for material furnished for the section on the Home Garden.

J. W. STUDEBAKER,

March, 1918.

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A PLACE FOR ALL IN THE ARMY OF SERVICE

The soldier and the sailor serve by fighting for Democracy.

The doctor and the nurse serve by caring for the wounded.

The miner, the mechanic, and the farmer serve by supplying coal, ships, munitions, food, etc., for carrying on the war.

The business and the professional man, in fact all of us, serve by supplying money.

The housekeeper and the cook serve by saving food and fuel.

The teacher serves by training boys and girls to become good citizens.

Every patriotic American can serve by being loyal—by working, saving, giving.

How can every boy and girl join the ranks of the great American Army of Service? This book tells you.

A CATECHISM OF SERVICE

Question: What is patriotism?

Answer: Patriotism is love of one's country, the desire to serve one's country.

Question: What are some of the most important ways in which American boys and girls can serve their country now?

Answer: By producing and conserving food, by saving fuel, by avoiding waste, by investing money in War Savings Stamps and Liberty Bonds, by joining the Red Cross, by giving money and service to all organizations that are helping to win the war.

Question: How can they help in the production of food?

Answer: By planting and caring for gardens at home or on vacant lots. They thus increase the food supply.

Question: What is meant by conservation of food?

Answer: Conservation means *no waste*. It also means that we must not eat more than we really need.

Question: Why must we conserve food?

Answer: Because our soldiers in France and our Allies depend on us for food. They are doing the fighting, the suffering, and the dying. We must send food.

Question: What food is it most necessary to conserve?

Answer: Wheat, meat, fats, and sugar.

Question: Why should we save wheat?

Answer: Because wheat bread is an energy food. The men on the firing line must be well nourished. Wheat can be shipped better than corn.

Question: Why should we save meat and fats?

Answer: Because they are a necessity for soldiers, who do hard manual labor. Our allies cannot produce live stock because of lack of feed. Then too fats are needed for explosives.

Question: Why should we save sugar?

Answer: Because sugar furnishes physical and mental energy. The men on the front need sugar more than we do.

A CALL FROM THE U. S. FOOD ADMINISTRATION

We are at war. The path of duty lies clearly defined before us. We must follow it to the end; we may not turn back, save at the price of national honor and the loss of national and individual freedom. We must drink to the last bitter dregs the cup that we could not put from us. Humanity, patriotism, self - preservation, honor urge us onward to the successful completion of the task that shall for all time rid the world of the danger overshadowing it and make it safe for democracy.



Herbert Hoover
U. S. Food Administrator

Our Allies are confronted with the grim specter of starvation and if for no other reason they must be fed in our own defense. If they have to yield to Germany because of hunger, America *alone* will have to shoulder the burden of winning the world war. And so to save our Allies and their liberty and our own, we have pledged our youth, our wealth, our all.

An army ill-fed cannot fight; people ill-nourished cannot maintain their armies; if the women and children cry for bread, the soldiers lose heart. If the bread line is lowered, the battle line breaks.

You would give your life for your country. You would scorn an American whose patriotism ended with waving flags, cheering the troops, and standing up when the band plays. You want to serve your country. Are you willing to do what your government asks? Are you so comfortably fixed that you can afford to eat what you please? Ah, but you can't afford to eat what your country needs.

If you have given a son or brother or husband to fight; if your wife or daughter or sister is nursing at the front; if you have subscribed for Liberty Bonds or to the Red Cross; if you have given aid to war orphans or cripples; if in doing all these things you think you have done your share, *know the grim truth:*

All the blood, all the heroism, all the money and munitions in the world will not win this war *unless our Allies and the armies behind them are fed.*

They will *not* be fed unless we take care; indeed, if we are not prudent we, too, shall go hungry. Protect our supplies, then, that they may be fed, that your sacrifice of life and money be not in vain.

Lest we lose the Great Cause, stand guard, each day, in your home, over your supply of

WHEAT, MEAT, FATS, SUGAR, MILK

Use *here* the foods that we have to spare so we will be able to supply the needs "over there."

Your task in this war is to guard food for the soldiers and home workers of our Allies. They are fighting for YOU!

You can release shiploads of wheat for these fighters and workers by using less wheat flour in your homes and by using more corn meal, by wasting not a crust or crumb of white bread.

By eating less beef, mutton, and pork, and by eating more fresh and preserved or dried vegetables and fish, our supply of meat animals will do for us and our Allies.

Likewise you are needed to stand guard and see that there is no waste in the world's supply of fats, sugar, and milk in your homes. They are becoming scarcer. As they do, then we ourselves and our brothers on the firing lines and our sisters in the fields and munition factories will suffer.

Three times a day—at each meal—think of America's glorious privilege: To feed the world while it fights its way to freedom. Then remember that you are standing guard, that the opportunity to win this war for humanity is yours.



HUNGER

For three years America has
fought starvation *in* Belgium

will you *Eat less* – wheat
meat – fats *and* sugar
that we may still send
food *in* ship loads



UNITED STATES FOOD ADMINISTRATION

CAN YOU LOOK AT THIS PICTURE AND STILL WASTE FOOD?

PART ONE

FOOD CONSERVATION

A. WHY THE WORLD IS SHORT OF FOOD

To fully understand why the world is short of food, it is necessary to know the names and locations of the nations in the great war. Locate on a map of the world our allies and our enemies, as listed below.

Our Allies	Our Enemies
<i>Population</i>	<i>Population</i>
British Empire... 437,947,432	Germany 66,715,000
France 39,601,509	Austria-Hungary .. 50,500,000
Portugal 5,957,985	Bulgaria 4,755,000
Belgium 7,571,387	Turkey 21,274,000
Italy 35,598,000	
San Marino 10,655	TOTAL 143,244,000
Serbia 4,600,000	
Roumania 7,600,000	
Montenegro 520,000	
Greece 5,000,000	
Russia ¹ 175,137,000	
China ² 413,000,000	
Japan 53,696,858	
Brazil 24,000,000	
Cuba 2,500,000	
Panama 427,000	
Liberia 2,060,000	
Siam 6,000,000	
TOTAL ... *1,221,227,826	

DEMOCRACY AND AUTOCRACY

face each other on the battle fronts. The fundamental thing to be proved is which shall prevail in the world. Unless we can make our ways of living more effective than those of autocracy, we must yield to its ruthless sway. One system or the other will command civilization in the next stage of the world. Which shall it be?

1. Russia at the present time is not an active ally.
2. As yet China has not taken a prominent part in the war.

* The population of the United States and possessions in 1914 was 109,021,992.

OUR ALLIES WILL STARVE IF WE DO NOT HELP

Because:

1. Millions of men have gone from farm to battle front.
Their places on the farm have been only partially filled by unskilled labor, crippled soldiers, women, and lazy prisoners.
2. On account of unfavorable weather conditions 1916 was one of the worst seasons in agricultural history.

Little rainfall, droughts, hurricanes, late spring, and early frosts greatly decreased the amount of food produced. The following figures show the decrease in the U. S. wheat crop in 1916:

1915.....	1,025,801,000 bushels
1916.....	639,886,000 bushels

Although the 1917 crop was a good one, it could not offset the shortage of 1916.

3. The German submarines have sunk hundreds of boats filled with thousands of tons of food.
4. The German submarines have also destroyed thousands of tons of fertilizers that were being shipped to England, France, Italy, and Belgium.

For many years these countries have depended on imported fertilizers to enrich the soil so that it would produce more food. Since the war began the producing power of the soil in these countries has been greatly lowered through lack of these fertilizers.

5. Nearly all of Belgium, Serbia, and Rumania, and much of Northern France are now in the possession of the Germans. The loss of this great fertile region has taken away from our allies the food that these sections have always produced.
6. Thousands of acres of land in France, Italy, and England are occupied by millions of soldiers and great cantonments.
7. Constant shell fire and the murderous bombs dropped from German airplanes have made it dangerous and difficult for the people of France, especially the women and children, to cultivate the soil for several miles behind the trenches.

Many of the courageous and loyal women of France, whose husbands are either dead or are at the front, work in the fields at night so that the Germans in airplanes cannot see them.

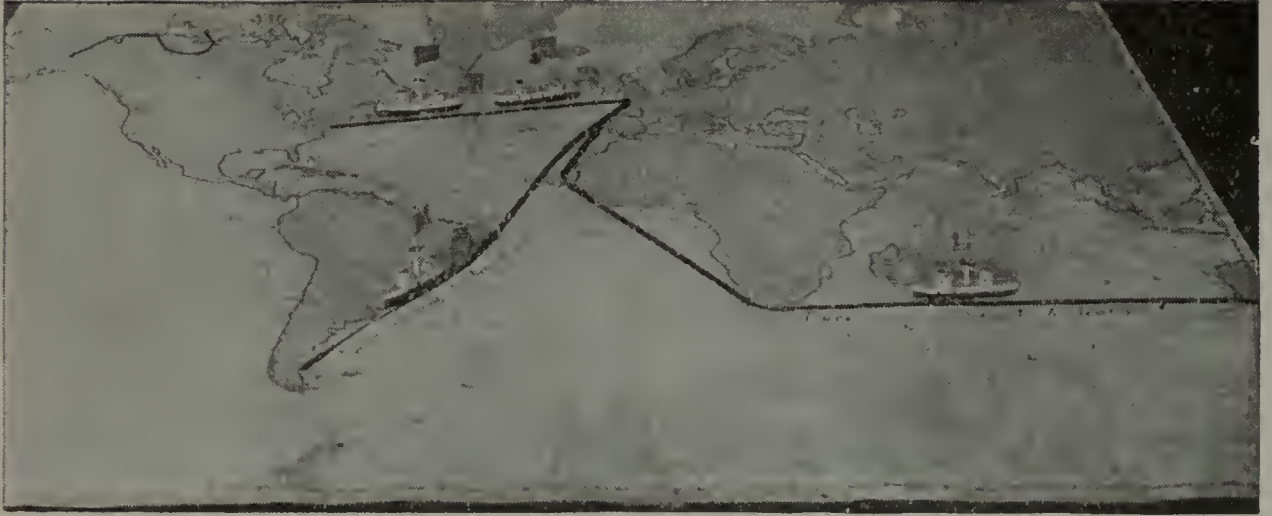
OUR WESTERN ALLIES DEPEND ON US FOR FOOD

Before the war they imported millions of tons of food every year. Most of this food came from:

RUSSIA.		The Turks and Germans have made it almost impossible to import grain from Russia. Tell the reason.
BULGARIA.		Now an enemy.
SERBIA.	}	Now in the possession of the enemies.
ROUMANIA.		
AUSTRALIA.	}	The distance from these countries to England or France is so great that with the small number of ships available they can send the Allies little food. Moreover, their surplus is not very large.
INDIA.		
ARGENTINA.		
UNITED STATES.	}	These countries must send the necessary food. The distance is by far the shortest and the route is the best protected from submarines and raiders. See map on page 14.
CANADA.		

In normal times before the war, England, Ireland, France, Italy, and Belgium were to a large degree dependent upon imports for their food supplies. Every year they imported over 750,000,000 bushels of grain and vast quantities of animal and fat products. Much of their grain came from Russia, Roumania, Serbia, and Bulgaria. But a study of the map in your geography will show you that our Western Allies cannot secure wheat from Russia because shipment through the Black Sea and the Dardanelles is impossible, since these waters are controlled by the Turks. Shipping through the Baltic and North Seas is cut off by the Germans. The only course that might be traveled is from a northern port in Russia through the Arctic Ocean and around Norway. Lack of railroads in Russia, the shortage of ships, and the cold climate make this route too difficult and slow.

Our enemies have cut off the supplies from Bulgaria, Serbia, and Roumania. The present enormous demand for ships necessary in the transportation of soldiers, munitions, and the thousands of tons of equipment required in modern warfare, combined with the shortage of vessels resulting from the destruction by submarines, makes it impossible to send food by the long route from Australia and India.



COMPARISON OF THREE ROUTES FOR SHIPPING FOOD TO THE ALLIES

Notice in the above picture the advantage of shipping food from North America to our Allies. Look up on some map of the world the following routes:

From Bombay, India, to France or England, via Red and Mediterranean Seas, about 3,700 miles. This is the route used before the war.

From Bombay, India, to France or England, around Cape of Good Hope, Africa, 11,000 miles. This is the route that must be used now. Why?

From Sydney, Australia, to France or England, through the Panama Canal, 12,600 miles.

From Buenos Aires, Argentina, to France, 5,200 miles.

From New York to France, 3,200 miles. *This is the shortest route.*

The question of who wins this war is the question of who can endure the longest, and the problem of endurance, in a large degree, is a problem of food and the ships to carry it.

Questions and Exercises

1. What is a concentrated food? Name several kinds.
2. Why should we send concentrated foods to Europe?
3. Tell why it would be foolish to ship certain foods to Europe.
4. About how many trips do you think a vessel could make from New York to England while another vessel is going from Australia to England?
5. Write a composition explaining why our Allies are short of food.
6. Look again at the picture on page 10 and write a composition telling how you think a man who is fighting in the trenches would feel when he hears that his loved ones are cold and hungry.

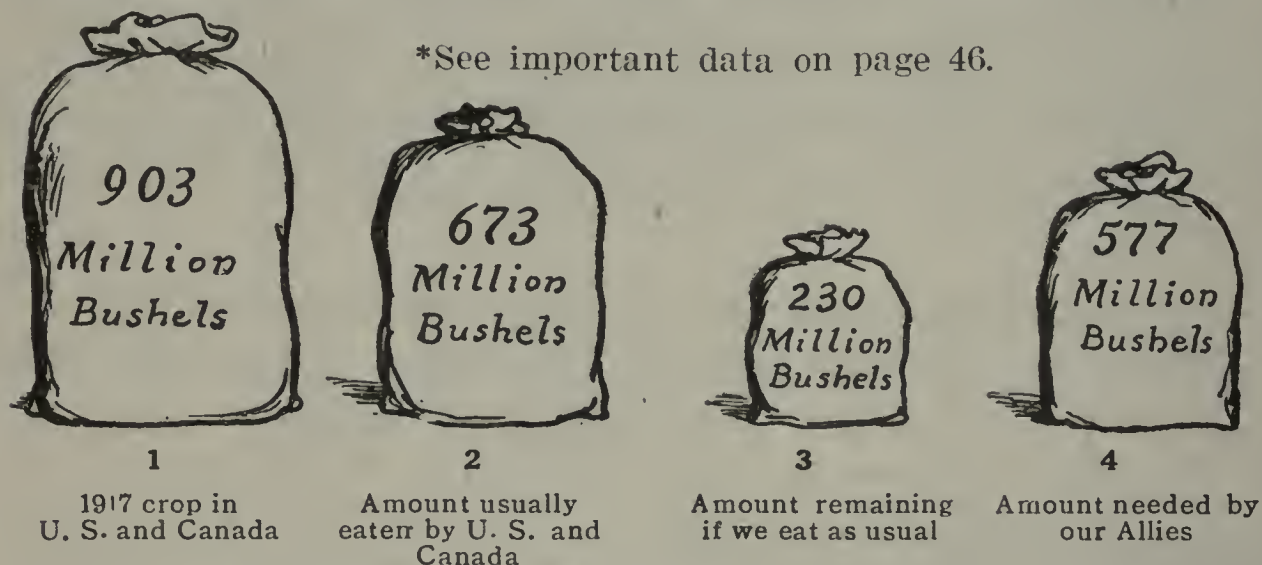
The meat and wheat we do not eat May save the great cause from defeat.

B. THE FOODS MOST NEEDED BY OUR ALLIES

WHEAT

Our Allies must have wheat. It is the best food to fight on. It is the easiest to ship. We alone can spare it to them. By saving just a quarter* of the wheat we ate last year, we can support those fighting our battles, and we can do it without stinting ourselves, by substituting another food just as good.

*See important data on page 46.



How can sack No. 3 be made large enough to fill sack No. 4?

Wheat Situation in France, Italy, England, and Belgium

Before the war these countries imported annually from :

1.	United States	79,426,000 bushels
2.	Canada	112,900,000 bushels
3.	Russia, Roumania, Serbia, Bulgaria, Australia, India, Argentina, etc.....	188,478,000 bushels
4.	Total Yearly Imports.....	380,804,000 bushels
5.	They Produced Yearly.....	590,675,000 bushels
6.	They Used Yearly.....	971,479,000 bushels
7.	Their 1917 Crop.....	393,770,000 bushels
8.	They Need to Import.....	577,709,000 bushels

If the United States and Canada eat as much wheat as usual they will have for export to our Allies:

9.	United States	80,000,000 bu. }	
10.	Canada	150,000,000 bu. }	230,000,000 bushels
11.	Our Allies' Shortage.....		347,709,000 bushels

*Our problem, then, as well as our duty, as is shown in the preceding table, becomes very clear. We must, through savings and substitutions, conserve enough wheat so that North America can send at least 450,000,000 bushels to our Allies. This would require our Allies to substitute other cereals to the amount of 127,709,000 bushels. It means that we must reduce our consumption 220,000,000 bushels and this can be done if we *do our bit by following the directions and suggestions given in this book.**

There are two ways to help send the full supply of wheat needed by our Allies:

- (1) *Do not allow a grain of wheat to be wasted.*
- (2) *Reduce the amount of wheat we consume by eating other grains—corn, barley, etc.*

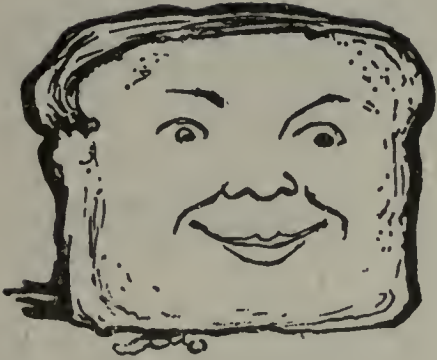


FRENCH WOMAN HARVESTING IN RECONQUERED SOMME DISTRICT

This scene pictures the spirit of women in France today. While the men are fighting the Germans in the trenches, the women work in the fields raising food for the poilus who must be fed. Will you help them by saving wheat?

SERVE BY SAVING

AN OLD FRIEND SPEAKS



I am a slice of Bread. I measure three inches by two and a half, and my thickness is half an inch. My weight is exactly an ounce. I am thrown away once a day by thousands of people in America. I am the "bit left over." I am the slice eaten absent-mindedly when really I am not needed. I am the despised crust. If you collected me and my companions for a whole week you would find that we amounted to thousands of pounds of good bread. When you throw me away or waste me, you are helping the German submarines destroy food. *Stop fighting for the enemy by wasting me! ! !*

Don't Waste Wheat

Breadstuffs Are Wasted:

By careless storing of cereals (insects destroy flour and meal).

By leaving flour and dough on bread bowl and board.

By bread failures due to wrong handling and baking.

By discarding left overs, biscuits, muffins, ends of loaves.

(Bread crumbs may be used in many ways.)

By underbaking, which results in bread that sours when a few days old.

By improper storing of bread in damp places; this results in souring and molding.

A SLICE OF BREAD

A single slice of bread seems an unimportant thing. In many households one or more slices of bread daily are thrown away. Sometimes stale quarter or half loaves are thrown out. Yet one good-sized slice of bread weighs an ounce. It contains almost three-fourths of an ounce of flour.

If every one of the country's 20,000,000 homes wastes on the average only *one* such slice of bread a day, the country is throwing away daily over 14,000,000 ounces of flour—over 875,000 pounds, or enough flour for over a million 1-pound loaves a day. For a full year at this rate there would be a waste of over 319,000,000 pounds of flour—1,500,000 barrels—enough to make 365,000,000 loaves of bread.

As it takes $4\frac{1}{2}$ bushels of wheat to make a barrel of ordinary flour, this waste would represent the flour from over 7,000,000 bushels of wheat.

Fourteen and nine-tenths bushels of wheat on the average are raised per acre. It would take the wheat of some 470,000 acres just to provide a single slice of bread to be wasted daily in every home.

To produce this much flour calls for an army of farmers, railway men, flour-mill people. To get the flour to the consumer calls for many freight cars and the use of many tons of coal.

But, some one says, a full slice of bread is not wasted every day in every home. Very well—make it a daily slice for every 4 or every 10 or every 30 homes—make it a weekly or a monthly slice in every home—or make the wasted slice thinner. The waste of flour is still altogether too great to be allowed when wheat is scarce.

Any waste of bread is inexcusable when there are so many ways of using stale bread to cook delicious dishes.

SERVE BY SUBSTITUTING

Little Americans Do your bit

Eat Corn meal mush-
Oatmeal- Corn flakes-
Hominy and rice with
milk. *Eat no wheat cereals.*

Leave nothing on your plate.

UNITED STATES FOOD ADMINISTRATION



Being careful not to waste wheat bread is not the only way to serve. A still more important way is to eat corn bread and other substitutes for wheat bread. The following lists show you some foods that may be substituted for wheat:

Other Grains

Corn
Rye
Barley
Oats
Rice



Vegetables

Potatoes
Beets
Peas
Beans

It will not be a hardship for you to eat more potatoes and oatmeal, and less wheat. A potato will give you as much nourishment as two thick slices of bread; a small package of oatmeal contains as much nourishment as a much larger package of wheat breakfast food, and costs less.

The wheat we send to our Allies from now on will be the direct amount that the people save out of their bread, for we have shipped our surplus. This means literally that everyone who saves a slice of bread is giving a slice to the Allies.

DO YOU KNOW CORN MEAL?

Corn! It isn't one food, it's a dozen. It's a cereal. It's a vegetable. It's a bread. It's a dessert. It's nutritious; more food value in it dollar for dollar than meat, eggs, or most vegetables. Best of all it's plentiful.

Its use means service to your Country and a nourishing food for you. A cup of corn meal gives even more fuel to your body than a cup of wheat flour. Try corn bread and see how good it is. You will wonder why you didn't use it before the war. (See Recipes, pages 54-58.)

Heap high the farmer's wintry hoard!
 Heap high the golden corn!
 No richer gift has Autumn poured
 From out her lavish horn!

Let other lands, exulting, glean
 The apple from the pine,
 The orange from its glossy green,
 The cluster from the vine;

But let the good old crop adorn -
 The hills our fathers trod;
 Still let us, for his golden corn,
 Send up our thanks to God!

—John Greenleaf Whittier.

TWENTY WAYS OF USING CORN

See if this list does not suggest possibilities to you.

<i>Corn Meal</i>	<i>Hominy</i>	<i>Green, Dried, or Canned Corn</i>
Pone	Breakfast Food	
Mush	Griddle Cakes	
Cake	Muffins	Succotash
Bread	Soup	Corn Oysters
Muffins	Slices, B r o w n e d	Corn Fritters
Yeast Bread	with Meat Pud-	Soup
Indian Pudding	ding	Chowder
Brown Bread	Pudding	Escalloped Corn

Join the Service Army

HOW WE MAY HELP

1. By observing two wheatless days a week—Monday and Wednesday—and one wheatless meal each other day in the week. (This means 11 wheatless meals a week. Wheatless means *no wheat products*—bread, biscuit, crackers, pastry. Remember that graham flour is made of wheat.)
2. In all cooking use substitutes for wheat as much as possible.
3. Eat "Victory Bread" as eagerly as you expect the boys in khaki to go "over the top."
4. Cut the loaf at the table so that none will be left to dry.
5. Do not allow bread to become stale.
6. Do not use toast as a garnish or serve food on toast.
7. If there are bits of bread left, dry and grind or pound, using the crumbs in place of flour.
8. Do not often use breakfast cereals made of wheat.
9. If you use macaroni, spaghetti, or any Italian paste or noodles, remember that it is made of wheat and do not serve bread at the same meal.
10. Use cornstarch or rice flour for thickening sauces and gravies and in puddings. (Use half as much as you would of flour.)
11. Remember—Bread made of mixed flours is better body-building material than that made from one grain alone.

More Corn and less Wheat

Will keep the Allies from defeat.

EAT MORE POTATOES

Annual Consumption of Potatoes per Person

Germany (before the war).....	9.4 bushels
England (before the war).....	8.3 bushels
France (before the war).....	7.7 bushels
United States	2.6 bushels

Our Crop

1916	1917
285,000,000 bushels	400,000,000 bushels

Why not eat more potatoes instead of wheat?

Questions and Exercises

1. In order that you may have a better understanding of the great wheat producing countries in the world, make a list of the fourteen ranking highest in one of the last two or three years. (See some reference book containing such information.)

2. What states in our country are the greatest wheat producers?

3. Where are the great milling centers of our country?

4. Try to find out where the flour used in your home was manufactured.

5. Explain the process of making flour. What part of the wheat is used in white flour? What is done with the other part? What is graham flour? What is whole wheat flour?

6. What is the difference between spring and winter wheat?

7. How many bushels of wheat, corn, oats, barley, and rye did the United States produce in 1916?

8. Compare the food value of corn and wheat.

9. Explain the process of making corn meal. What is the corn heart? What food element does it contain in abundance? Is this corn heart used in making corn meal? How is it used?

10. What do you think might easily happen to corn meal if stored in large quantities? Why?

11. Look at the picture on page 17 and write a letter which you think a brave French woman would write to encourage her husband who is in the trenches fighting for freedom.

MEATS

Our Allies need meat. Their herds are rapidly decreasing, and shipments from Australia, South America, and continental countries have been interfered with, throwing the burden on North America, the nearest market. The following table shows the decrease in herds since 1914:

	<i>Decrease Western Allies</i>	<i>Decrease in Other Countries Including Enemies</i>
Cattle	8,420,000	26,750,000
Sheep	17,500,000	34,000,000
Hogs	7,100,000	31,600,000
Total	33,020,000	92,350,000

Our meat exports for the year ending June 30, 1916, exceeded the average before the war by almost a *billion pounds*. We shall need to send our Allies even more next year. We also need to send large quantities to our own army. Our soldiers need more meat now because many who ate meat sparingly when in private life need it twice daily as they are doing hard physical work.

Do You Know

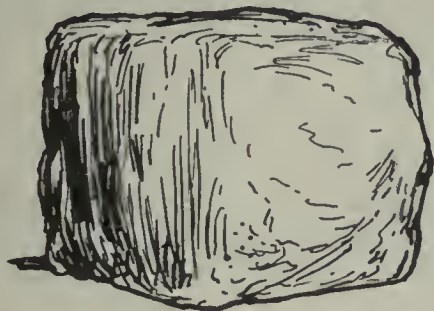
1. That people who are not doing hard manual labor are generally better in health if they eat less meat?
2. That we eat more meat than our Allies? The following table gives the number of pounds per person each month:

<i>United States</i>	<i>England</i>	<i>France</i>
Meat 12.5	10.5	8.5
Fat 3.4	2.2	3.6

If our allies can maintain normal physical conditions on smaller portions than we use, is not our duty clear? Out of our abundance it is our duty and honor to save for democracy's sake.

3. That eggs, cheese, and milk are good substitutes for meat?
4. That beans have nearly the same food value as meat?
5. That one ounce of meat thrown away daily by each one of the 20,000,000 families in this country will amount to 1,250,000 pounds?
6. That this amount of meat at 25c a pound would amount to \$312,500 a day?

An Ounce of Meat



An ounce of edible meat—lean meat, fat and lean, suet or fat trimmed from steak, chop, or roast—seems hardly worth saving.

Many households take just this view of the matter—do not trouble to put such a scrap into the ice box or soup pot—do not bother to save for cookery a spoonful or two of drippings or a tiny bit of suet or fat.

Yet if every one of our 20,000,000 American families wastes each day only 1 ounce of edible meat or fat, it means a daily waste of 1,250,000 pounds of animal food—456,000,000 pounds of valuable animal food a year.

At average dressed weights, it would take the gross weight of over 875,000 steers to equal the amount of meat or fat thrown into the garbage pail or kitchen sink. It takes millions of tons of feed and hay, the grass from vast pastures, and the labor of armies of cattlemen and butchers to provide the meat thus wasted.

But every household doesn't waste an ounce of meat or fat every day. Very well; make it one out of a hundred families, but keep in mind that all meat allowed to spoil and all meat and fat spoiled by improper cooking, scorching, or burning, must be counted as waste. Such waste still would be unendurable when meat is scarce and when fat is of such vital food importance to many nations.

Waste of meat or fat is inexcusable. Every bit of lean meat can be used in soups, stews, or in combination with cereals; every spoonful of fat can be employed in cookery; every bit of drippings and gravy can be saved and used to add flavor and nourishment to other dishes.

Wasters are Slackers

Meats Are Wasted:

By careless storing.

By throwing away excess fat—all fat is usable.

By throwing away bones—useful in soups. (Remove surplus fat and bone before cooking.)

By careless cooking.

By throwing away left overs.

By throwing away juices and broths.

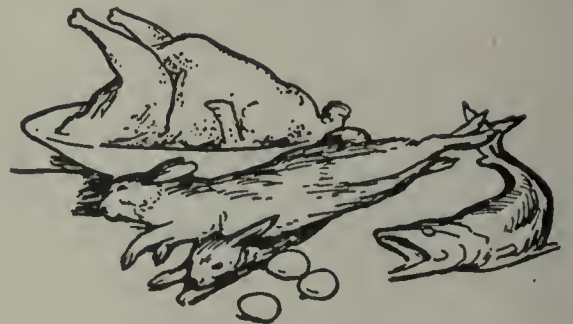
By over-eating on the part of the individual.

Serve by Substituting
The Soldiers Need

Beef
Pork
Mutton

The Folks At Home Can Use

Poultry Cheese
Eggs Nuts
Fish Rabbits

**How We Must Save Meat**

1. Observe at least one meatless day a week—Tuesday. By meatless is meant no beef, pork, mutton, veal, lamb; no preserved meat—beef, bacon, ham, or lard.
2. Use less expensive kinds of meat—stews instead of steaks.
3. Use more soup.
4. Use all bits of left-over meat.
5. Use meat extenders—rice or macaroni with tomato sauce and a cup of minced meat.
6. Eat fish and other seafoods, poultry, and rabbit. (Remember that no human food or labor was used to feed the fish that gives you nourishment.)

WHY WE MUST SAVE FATS

We need to save fat and pork products for our Allies. Their hogs are decreasing and we must send them more than ever before. Last year we sent our Allies three times as much butter as we used to send them.

We use fat in many ways in the manufacture of things needed to win the war (glycerine, dynamite, smokeless powder, lubricants, etc.). Therefore as a nation *we can not afford to go on wasting* even if we are willing to be extravagant personally.

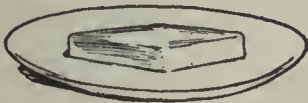
FOR SALE

FATS FOR COOKING

\$4.50 a pound

The above advertisement appeared in Germany, July, 1917. We don't want famine prices for fats in America.

A Pat of Butter



One pat or serving of butter is a little thing—there are about 64 of them in a pound.

In many households the butter left on the plates probably would equal one pat, or one-fourth of an ounce, daily scraped off into the garbage pail or washed off in the dish pan.

But if every one of our 20,000,000 households should waste one-fourth of an ounce of butter daily on the average, it would mean 312,500 pounds a day—114,062,500 pounds a year.

To make this butter would take 265,261,560 gallons of milk—or the product of over half a million cows.

But butter isn't eaten or wasted in every home, some one objects. Very well. Say only 1 in 100 homes wastes even a pat of butter a day—over 1,000,000 pounds wasted. Even this is inexcusable when butter is so valuable a food and when every bit of butter left on a plate is so useful in cookery.

We are the greatest fat wasters in the world.

HOW TO SAVE FATS

1. Do not serve fat to one who will leave it on his plate.
2. Reduce use of fried foods—boil, broil, and bake.
3. Save drippings, suet, and chicken fat.
4. Save butter. Save the small amounts of butter left on plates. Scrape it into a "butter cup" kept for that purpose. Use it for "special" cooking.

SERVE BY SUBSTITUTING

Soldiers Need

Butter
Lard

Folks at Home Can Use for Cooking

Cottonseed Oil
Peanut Oil
Corn Oil
Drippings

Chicken fat makes good pastry. Solidified vegetable oils are valuable. Oleomargarine may be used often. Drippings and bacon fat are worth their weight in gold. Use these in any cooking. Use corn oil, cottonseed oil, peanut oil, and olive oil for cooking and frying as well as in salad dressings.

**Fat from Sausages Is Good for Cooking**

MAKE SOAP OF FAT UNFIT FOR COOKING

Use lye made by letting water drip slowly through wood ashes, or buy lye in cans. Use porcelain or enamel dish. Dissolve 1 can lye in 1 quart cold water. Melt 5 pounds fat in separate dish. Strain through 2 thicknesses cheese cloth. Cool till lukewarm. Add dissolved, cooled lye. Stir until mixture is like porridge. Pour quickly into shallow pasteboard boxes or dripping pan. When cool, crease into cakes. Cut when nearly cold. Why not have a community soap making club?

MEAT TRIMMINGS ARE VALUABLE

When you buy meat get the trimmings, fry out the fat, and use it in cooking.

DON'T WASTE ANY SOAP

Save pieces of soap too small to handle, melt them in a little water over a slow fire, use for washing dishes or boiling clothes.

REMEMBER THAT OUR SUPPLY OF BUTTER DEPENDS ON OUR
SUPPLY OF MILK

ONE HALF CUP OF MILK

Half a cup of milk—whole, skimmed, or sour—a seemingly trifling matter—hardly worth the trouble to keep or use.

In many households quite a little milk is wasted—left uncovered in glasses—regarded as useless because the cream has been skimmed off—allowed to sour—poured down the sink or thrown out.

Now if every home—there are 20,000,000 of them—should waste on the average one-half cup daily, it would mean a waste of 2,500,000 quarts daily—912,500,000 quarts a year—the total product of more than 400,000 cows.

It takes hundreds of acres of grass and tons of grain to make that much milk—and an army of people to produce and deliver it.

But every household doesn't waste a half cup of milk a day. Well, say that one-half cup is wasted in only one out of a hundred homes. Even this is an inexcusable waste when milk is so nourishing—when skim milk can be used in bread making or for cottage cheese.

Milk Is Wasted:

By careless handling.

By discarding buttermilk (use for cookery and beverages).

By discarding separated milk (use for cheese and cookery).

By discarding skim milk (use for cheese and cookery).

By discarding sour milk (use for cheese and cookery).

By discarding whey (use in bread making).

Questions and Exercises

1. Why is it necessary for the United States to raise more cattle and hogs than ever before? Can you "keep a pig?"

2. Name the meats that are sold in your market, telling where they are obtained.

3. Are any of these meats transported long distances or at much expense? If so, suggest possible ways of reducing this cost in time, labor, and money.

4. What are some of the foods grown near your home that might be substituted for meats?

5. Do you raise chickens? If so, tell what value they have been to you and your family.

6. Do you raise rabbits? If so, tell of your experiences.

7. Why are bacon and ham particularly valuable as food for our soldiers and Allies?

8. Write a composition explaining the labor required to place meat on your table that was taken from an animal raised in some other part of the country.

9. What poultry and game are available in your locality? Is it fresh or from cold storage? How does the price compare with other meats?

10. Where are the great fisheries of this country? Where is your fish supply obtained? Of the fish obtainable in your market, which are salt water fish? Which are fresh water fish? Compare the price of beef per pound with that of fish.

11. Why is fat needed as a part of our food?

12. Is fat of greater value to the body in hot or cold weather? Why?

13. Name several fats and oils that may be used as food, and tell where each is obtained.

14. What is the price per pound of butter, lard, and some of the vegetable oils? Which of these do we most need for our soldiers and Allies? How can substitutions be made so that they will have the butter and lard needed?

15. Do you think skim milk has a food value? If so, how can it be used?

16. Compare the food value of cheese and meat.

17. Ask your grocer to tell you the difference in price between skim milk cheese and full cream cheese. Why is there a difference?

18. Make a list of the varieties of cheese in your market showing the price of each and where it is made.

Eat to Live—Don't Live to Eat



Which Needs the More Sugar, You or the Soldier?

WHY SUGAR IS IMPORTANT

Why do we eat sugar? You will no doubt say immediately, "Because it flavors our food." This is one of the chief reasons for its use and no doubt the reason for its excessive use, but the importance of sugar in our diet is to satisfy bodily *needs*.

Certain Italian troops, counted the best marchers in Europe, keep themselves fresh by eating loaf sugar. Several years ago the experiment of serving out rations of sugar to troops on the march was tried in France. The energy of the soldiers was so greatly increased that, ever since, sugar has been regarded as an important article in the French military diet.

Americans have come to consider a large amount of sugar as a necessity of life, but while it makes our food more palatable, the excessive use of sugar is not only extravagant but may cause digestive disturbances. The amount one can eat depends on the amount of his muscular activity and the amount of other foods in the diet.

Under special conditions of muscular exertion such as our soldiers are called upon to meet, the energy they get from sugar becomes available to the body more rapidly than energy from other food. It has also been found that an increase of sugar in the diet, when not too great, lessens or delays fatigue and increases working power; hence a soldier's need of it.

WHY WE NEED TO SAVE

The shortage of sugar in our country at present is due to two causes :

- (1) The failure of the American public to reduce their consumption of sugar.
- (2) The unusual exports made to France that we might maintain its ration which has been reduced to 6 ounces per week per person.

Before the war the Allies produced much of their own sugar and purchased the remainder from Germany. The amount imported from the Western Hemisphere was 300,000 tons annually. This year they have imported 1,400,000 tons. Next year they will need more.

Mr. Hoover warns us :

“It is *our stern duty to feed our Allies*, to maintain their health and strength at any cost to ourselves. There has not been, nor will there be, as we see it, enough sugar for even their present meager and depressing ration unless they send ships to remote markets for it. If we in our greed and gluttony force them either to further reduce their ration or to send these ships, we will have done damage to our abilities to win the war.”

DOES THIS MEAN YOU?

In a certain American city a lady stopped in a drug store for a light lunch at noon. She was shocked to find a large number of school children from homes where every need in the way of wholesome food was met, spending lavishly for candy. On inquiring of the druggist as to the effect of the war in decreasing the amount of candy sold, she was told that there had been no decrease.

IS YOUNG AMERICA PATRIOTIC?

Perhaps you have not been told that eating less candy is one way of showing patriotism.

Amount of Sugar Used per Week per Person

(Includes sugar used in jellies, canned fruit, candy, cake, pie, etc.)

United States		3½ cups	28 oz.
England		1 cup	8 oz.
France		¾ cup	6 oz.
Italy		½ cup	4 oz.

England, France, and Italy are living on the meager rations indicated. If we continue to use 28 ounces a week, the Allies will be forced to use even less than they are now eating, and the soldiers will not have the energy to withstand all the hardships of war.

Table of Equivalents

1 teaspoon	= 1/3 tablespoon	= 1/5 ounce
3 teaspoons	= 1 tablespoon	= 3/5 ounce
16 level tablespoons	= 1 cup	= 8 ounces = 1/2 pint
2 cups	= 1 pound	= 16 ounces = 1 pint

WHAT EACH PERSON SHOULD USE

The people of the United States have been eating 4 ounces a day, 28 ounces a week, 91 pounds a year *per person*. Mr. Hoover, after a very careful investigation of the situation, is asking us to reduce our amount to

36	POUNDS PER YEAR PER PERSON
3	POUNDS PER MONTH PER PERSON
1⅓	OUNCES PER DAY PER PERSON
8	TEASPOONFULS PER DAY PER PERSON

How many teaspoonfuls do you think you eat each day? Don't forget to include candy, canned fruit, pie, cake, etc.

For a family of two —buy no more than 1½ lbs. per week
 For a family of three—buy no more than 2¼ lbs. per week
 For a family of four —buy no more than 3 lbs. per week
 For a family of eight—buy no more than 5¾ lbs. per week

Remember that it is your patriotic duty to eat no more than 1⅓ ounces (8 teaspoonfuls) per day.

HOW WE CAN SAVE SUGAR

1. Use less in cocoa, coffee, tea. Stir it until it is dissolved.
2. Try cooking breakfast food with chopped figs, dates, or raisins. You will not need to add any sugar at the table.
3. Use molasses, honey, or corn syrups for sweetening.
4. Use fresh fruits for desserts in place of rich pastries and sweet puddings.
5. Use more dried fruits. They are less expensive and just as nutritious as the fresh. Wash in hot water. Soak over night. Simmer in the water in which they were soaked. The long, slow cooking is necessary to develop a rich flavor. Prunes need almost no sugar.
6. Cut down the use of cake. Bake cookies instead.
7. Do not use frosting unless you can make it without sugar. Try spreading the top and sides thinly with jelly and sprinkling with grated cocoanut or finely chopped almonds if you must have a fancy cake.
8. Either honey or maple syrup may be substituted for sugar in boiled frosting.

In substituting syrup for sugar, one cup of syrup is equivalent to one cup of sugar and one-fourth cup of liquid.

9. Eat less candy, especially the kinds made largely of sugar. Food Administrator Hoover makes the following suggestions about the kinds of candy to be eaten:

There are at least four groups of candy made from absolutely wholesome ingredients which are plentiful. The first includes chocolate and cocoa candies with centers of nuts, fruits, fruit pastes, marmalades, jams, and the like, especially the old-fashioned chocolate creams with the bitter coating, and the uncoated soft candy such as nougatines, Turkish pastes, and similar varieties.

The second group includes hard boiled candies, such as lemon drops, stick candy, fruit tablets, peanut bars, peanut brittle, glacé nuts, and the like, containing a large portion of corn syrup, and molasses candies.

Marshmallows and similar candy comprise the third group, being made with corn syrup, corn starch, and gelatine, and only a small percentage of sugar. They may be eaten plain, toasted, dipped in chocolate, or rolled in cocoanut.

In the fourth group are included gum drops, jellies, jelly beans, and the like.

LET US REMEMBER

Soldiers Need

Sugar

We Can Use

Molasses
Honey
Syrup

Fresh Fruit
Dried Fruit



P. G. Holden, the farm expert, sends out this advice. "Plant sugar beets in your garden next summer."

It is his opinion that the average family can reduce its annual sugar bill ninety per cent if it raises even one twenty-foot row of sugar beets. He asserts it is possible to avoid the hardships of another year of sugar scarcity by so doing.

One fair-sized sugar beet cut in small pieces soaked in water twenty minutes and boiled, will make a thick syrup which can be used in cooking for seasoning and sweetening.

SUGAR MENU OF A CERTAIN MAN

Breakfast

- 3 teaspoonfuls of sugar in grape fruit.
- 2 teaspoonfuls of sugar in coffee.
- 2 teaspoonfuls of sugar in cereal.

Lunch

- 1 teaspoonful of sugar in tea.
- 1 teaspoonful in jam or jelly.
- 1 teaspoonful in pie.

Dinner

- 2 teaspoonfuls in coffee.
- 2 teaspoonfuls in dessert.

Total for the day, fourteen teaspoonfuls. He is entitled to eight.

Is he doing his bit?

FOR SUGAR GREED SUBSTITUTE A SUGAR CREED

I believe that I can help win the war:

By eating less candy.

By stirring the sugar in my cup.

By using no frosted cakes.

By eating raisins, figs, and dates
when I want sweets.

By using corn syrup and molasses
for sweetening.

By raising sugar beets.

By using but 8 teaspoonfuls of sugar
a day.

Questions and Exercises

1. Why is sugar a valuable food?
2. What are some of the substitutes for it? Make a list of these, showing the cost of each per quart, gallon, or pound, and where it comes from.
3. Explain the process of making sugar.
4. Where are some of the large sugar manufactories in this country?
5. Does the United States produce as much sugar as it uses? If not, where do we get it?
6. Where did England, France, and Italy obtain their sugar before the war? Where must they get it now?
7. There is now a large surplus of sugar in Java. Why is it difficult for the Allies to get it?
8. Does the Food Administration ask you to eat no candy at all? If not, what kind of candy may you eat and still be loyal? Why?
9. How do you make a war-time frosting for a cake?
10. How many teaspoonfuls of sugar are you allowed each day? Does this allowance include sugar used in making pies, cake, etc.?
11. Name all the foods you can think of in which sugar is used.
12. How many pounds of sugar should your family buy each week?

GENERAL DIRECTIONS

- I. *Two wheatless days a week (Monday and Wednesday) and one wheatless meal each other day in the week. Eat Victory bread.*
- II. *One meatless day a week (Tuesday). Meatless means no red meat: beef, pork, mutton, veal, lamb; no preserved meat: beef, bacon, ham, or lard.*
- III. *Sugar:—Reduce amount eaten to 3 pounds a month—13½ ounces a day—8 teaspoonfuls a day. Eat very little candy and reduce the use of sweet drinks.*
- IV. *Eat more of our plentiful foods: potatoes and vegetables of all kinds; poultry and rabbits; milk and cheese.*

KEEP A WASTE RECORD

You know that even an ounce of food wasted daily by each person in the United States would amount to thousands of tons of food thrown away. You should, therefore, do everything possible to avoid wasting even little crumbs of bread, pieces of butter, bits of meat, sugar, jelly, cheese, milk, etc., in your home.

(1) Make a list of the foods you have seen wasted in your home, showing the reason why they were wasted and how they might have been used. Keep the list and add to it as you think of other items. Compare your list with those of your classmates.

SUGGESTIVE FORM OF LIST

Article	Why wasted	How it might have been used
Meat	Some left-over meat placed in cupboard; became dry and hard.	Could have been ground up for hash or croquettes.
Milk	Became sour.	Cottage cheese.
Cheese	Shoved back in cupboard—for-gotten. Became dry.	Could have been kept moist in oiled paper and used.
Batter for cake	Left in mixing pan.	Should have been scraped out carefully and put in cake.

(2) Keep a record for a week showing the food left on the plate by each member of your family. What do you think ought to be done with food left on the plate?

EXAMPLE

	Sunday	Monday	Etc.
John	Butter—potatoes		
Sarah	Meat—jelly		
William	Butter—sugar in his cocoa cup		

WATCH YOUR KITCHEN WASTE

A large part of the \$700,000,000 estimated food waste in this country is good food which is allowed to get into garbage pails and kitchen sinks. Don't throw out any left overs that can be reheated or combined with other foods to make palatable and nourishing dishes.

Remember:

That every bit of uneaten cereal can be used to thicken soups, stews, or gravies.

That stale bread can be used as the basis for many attractive meat dishes, hot breads, and desserts.

That every ounce of skimmed milk or whole milk contains valuable nourishment.

Use every drop of milk to drink or to add nourishment to cereals, soups, sauces, and other foods. If you do not want milk to sour, be sure to keep it cool, clean, and covered. Remember, too, that sour milk, buttermilk, and sour cream are valuable in cookery; so do not waste any. Sour milk and buttermilk can be used with soda in making hot breads, or sour milk can be turned easily into cottage cheese, cream cheese, or clabber. Sour cream is a good shortening in making cakes and cookies and useful for salad dressings and gravies for meat.

That every bit of meat and fish can be combined with cereals or vegetables for making meat cakes, meat or fish pies, etc., and is useful in adding flavor and food value to made dishes.

That every spoonful of left-over gravy can be used in soups or as flavoring for meat pies, croquettes, and vegetables.

That every bit of clean fat trimmed from meat and every spoonful of drippings and every bit of grease that rises when meat is boiled is valuable for use in cookery.

That when meat is boiled, the water dissolves out some valuable food and flavoring material.

Save such water for soup or for use in stews or gravies, or for cooking vegetables. Save and keep soup stock. Every professional cook knows that keeping a soup or stock pot is an essential economy.

That valuable food and flavoring get into the water in which rice and many vegetables are cooked.

Use such water for soup making if it has an agreeable flavor.

That careless paring of potatoes or fruits often wastes as much as 20 per cent of their food material.

That the outside leaves of lettuce and the tops of many vegetables make desirable cooked "greens" or salads.

HOW TO USE LEFT-OVERS**Meat**

Use left-over meat in meat pies, meat salads, meat balls, meat dumpings, hash, meat loaf, casserole dishes, creamed meat, meat and vegetable stews, soups, or in omelets.

Potato

Combine potato with meat as above. Or make potato souffles, soups, potato balls, potato pancakes, potato bread, potato cake, creamed potatoes, fish balls.

Bread

Use for bread puddings, chicken or turkey dressing, soups, part of the flour in bread, cakes, griddle cakes, and biscuits. Dry it thoroughly and make crumbs to use on scalloped dishes for stuffing for peppers and whole canned tomatoes.

Cake

Use left-over cake for puddings.

Vegetables

Use left-over vegetables for salads, soups, chowders, in meat loaves, in casserole dishes, or as a garnish for a roast and other dishes or as creamed vegetables.

Milk

Use all the milk, whether whole or skimmed—make soups, white sauces, gravies, sherbets, ice cream, custards, junket, gelatin sponges, and Bavarian creams. Make cottage cheese and chowders. Use it in scalloped dishes. Buttermilk and sour milk with soda make excellent quick breads, pancakes, and cakes. Milk for which there is no other use should go to feed chickens.

Cheese Scraps

Grate hard cheese and use it for macaroni dishes, sauces, and sandwiches. Keep fresh cheese wrapped in a cloth dipped in vinegar and wrung dry.

Give Cottage Cheese a Fair Trial

Cottage cheese, the curd of sour milk, is one of the most important meat substitutes. It supplies more protein per pound than most meats and is considerably cheaper. Make cottage cheese sandwiches. Serve cottage cheese balls with salads. Combine it with chopped pimento and peppers and serve with salad dressing.

For supplying protein, one pound of cottage cheese equals:

1.27 pounds sirloin steak
1.09 pounds round steak
1.37 pounds chuck rib beef
1.52 pounds fowl
1.46 pounds fresh ham
1.44 pounds smoked ham
1.58 pounds loin pork chop
1.31 pounds hind leg of lamb
1.37 pounds breast of veal

On the basis of energy supplied, one pound of cottage cheese equals:

8.33 ounces sirloin steak
11.25 ounces round steak
11.25 ounces chuck rib beef
10.75 ounces fowl
5.25 ounces fresh ham
5.0 ounces smoked ham
6.0 ounces loin pork chop
7.33 ounces hind leg of lamb
12.75 ounces breast of veal

HOW TO KEEP FOOD

Heat, dirt, improper handling, flies, insects, and rats or mice are the greatest food wasters.

Keep perishables cool, clean, and covered. The moment meat, fish, milk, and eggs are allowed to get warm they begin to spoil.

Bacteria and germs multiply rapidly in slightly warm food, and quickly make it dangerous or unfit to eat.

Keep perishable foods in the coolest, cleanest place you can provide, preferably in a good refrigerator or ice house, but, at any rate, in covered vessels suspended in the well, or in the coolest, clean place in your home.

Do not keep perishable foods in a hot kitchen or pantry or in a sunny place a moment longer than is necessary.

Dry cold is a better preservative than damp cold.

The dust particles in the air carry molds and germs.

Meat, fish, and milk are ideal breeding grounds of such germs. Keep your food covered so that these bacteria and germs will have as little chance as possible to get on your food.

Protect Food Against Insects and Vermin

House flies—better called “typhoid flies”—are among the dirtiest things that enter our homes. They fly from sewers, privies, and manure heaps, carrying filth on their feet, which they deposit on any food on which they alight. Frequently germs of typhoid fever are carried by flies in the filth on their bodies.

Ordinary cleanliness demands that flies be kept out of our homes and away from our food.

Health protection makes it essential to banish flies. Keep all food covered, or at least screened from these carriers of deadly disease and filth. Destroy flies by every possible means.

Rats and mice destroy millions of dollars' worth of food and other property every year in homes or farms, and in business establishments. Many rats harbor the germs of bubonic plague. Trap and kill them. Look upon every mouse as an enemy to your property.

Kill roaches and house ants. *Keep weevils out of cereals.*

Keep your food where such pests cannot reach it.

Keep household pets away from your food.

Store Vegetables and Fruits Properly

Don't let fresh vegetables or fruits wilt or lose their flavor or begin to rot because they are handled carelessly. Keep perishable vegetables in cool, dry, well-aired, and for most vegetables, dark rather than light places.

Learn how to store potatoes, cabbages, root crops, fruits, and other foods so that they will keep properly for later use.

Don't think that any place in the cellar or pantry is good enough to store food.

Heat, dampness, poor ventilation, bruising, or breaking will rapidly make many vegetables rot, ferment, or spoil. Warmth and light make vegetables sprout and this lowers their quality.

Can or Preserve Surplus Vegetables and Fruits

When there is a surplus of fruits or vegetables that will spoil if kept, cook or stew them and keep them cold and covered for use in a day or two.

Can or preserve all surplus food from gardens for winter use. In a morning's work with ordinary home utensils, you can put up many cans of vegetables and fruit for winter use. If you have no garden, watch the markets. When any fruit or vegetable that can be canned becomes plentiful and cheap, buy a quantity and can it for home use next winter.

Avoid Losses in Cooking

Save water in which vegetables were boiled. Make cream soups by using this water to thin a white sauce, and season as desired. Vegetables and leaves which cannot be used for any other purpose can "do their bit" in the soup kettle.

Boil potatoes in their jackets. Much valuable material lies close to the skin of a potato.

Potatoes, pared before boiling, lose into the water in which they are cooked about one-fifth of the iron they contain; peas and beans lose from one-third to two-fifths, and spinach one-half of the total amount present. The amount of iron in our foods is small. Its importance to the body is great. We should consume it to the greatest possible extent. To do this we should either steam our vegetables or use the water in which they are cooked. *Peel potatoes after cooking.*

Some Expensive Mistakes*In Serving:*

- Too large quantities placed on individual plates.
- The same amounts served to each, regardless of appetite.
- The same foods served to each, regardless of taste.
- Elaborate entertaining.

In Eating:

- By eating more than is needed.
- By eating foods in wrong proportions.
- By eating too rapidly; less food is required if eaten slowly and chewed thoroughly.
- By serving one's self more food than is wanted (butter, bread, etc.).
- By eating crusts and discarding soft portion, and vice versa.
- By placing excess of sugar in cocoa, tea, coffee. (Undissolved sugar in cup is wasted.)

Some Ways of Waste*Vegetables Are Wasted:*

- By careless storing.
- By taking thick parings, sometimes 20 per cent of edible portion.
Save food by cooking in jackets.
- By discarding small sized vegetables.
- By discarding water in which vegetables are cooked. Steaming saves food material.
- By discarding leaves and stem (beet tops, turnip tops, outer stalks and leaves of celery).
- By overcooking.
- By undercooking.
- By cooking larger quantity than is needed.
- By discarding left-overs.

Good Food of All Kinds Is Wasted:

- If it gets into the garbage pail.
- If allowed to spoil in the home.
- If ruined by careless cooking.
- If carelessly pared and trimmed.
- If too much is served at a meal.

Food Money Is Wasted:

- By ordering by price instead of weight.
- By buying perishable foods in too large quantities.
- By buying "out of season" goods (strawberries in December).
- By buying too freely ready-to-eat foods (breakfast foods, canned soups).
- By buying much food that is high in price but low in food value (asparagus tips, oysters, pimentos, and mushrooms).
- By "living out of paper bags."
- By buying staple foods in small packages (corn meal, rice).
- By buying for *wants* rather than for *needs*.



KEEP *it* COMING

"We must not only
feed our Soldiers
at the front but
the millions of
women & children
behind our lines"

Gen. John J. Pershing



WASTE NOTHING

UNITED

STATES

FOOD

ADMINISTRATION

UNLESS WE SAVE FOOD THE LINE WILL BE BROKEN

THE CONSERVATION RECORD OF A CERTAIN FAMILY

Names of MEMBERS of FAMILY	SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		TOTAL	
	1 Wheatless	No. MEALS	3 Wheatless	No. MEALS	1 Wheatless 3 Meatless	No. MEALS	3 Wheatless	No. MEALS	1 Wheatless	No. MEALS	1 Wheatless	No. MEALS	1 Wheatless	No. MEALS	11 Wheatless 3 Meatless	Wheat- less
	Wheat- less	Meat- less	Wheat- less	Meat- less	Wheat- less	Meat- less	Wheat- less	Meat- less	Wheat- less	Meat- less	Wheat- less	Meat- less	Wheat- less	Meat- less	Wheat- less	Meat- less
1. Father.....	0	0	2	0	0	1	1	0	1	1	0	0	1	1	5	3
2. Mother.....	1	1	2	1	1	3	2	1	1	1	0	1	1	1	8	9
3. James.....	1	0	2	1	1	1	2	0	1	0	1	0	1	1	9	3
4. Dorothy.....	1	1	2	1	1	3	3	1	0	2	1	2	1	0	9	11
5. William....	0	0	1	0	0	0	1	0	0	0	0	1	0	1	2	1
6. Harry.....	1	1	3	1	1	1	2	0	1	1	1	1	2	1	11	5
7. Julia.....	1	2	3	2	1	3	3	1	1	1	2	0	1	2	12	13
8.																
9.																
TOTAL.....	5	5	15	6	5	12	14	3	5	6	6	5	6	7	56	45
What the Food Ad- ministration Asks.	7	0	21	0	7	21	21	0	7	0	7	0	7	0	77	21

How many pounds of sugar were used this week?.....8½ lbs.
How much sugar should your family use in a week?.....5 lbs.

Refer to data on page 46 and answer the same questions relative to the use of wheat flour.

QUESTIONS

1. In this family, who made the best record for the week in conserving wheat? Who made the poorest?
 2. Who made the best record on meat? The poorest record?
 3. Is this family strictly observing wheatless and meatless days? If not, whose fault is it?
- You will notice that this family used 8½ pounds of sugar during this week. In other words, they used 3½ pounds more than they were entitled to, since each person is entitled to about 11 ounces. The total allowance in ounces for the entire family would be 77, or nearly 5 pounds. On Saturday evening, Feb. 9, Julia measured and weighed the sugar which her mother had on hand at that time. She found that there were 20 teacupfuls. Since each teacupful weighs 8 ounces or ½ pound, this would make 10 pounds. At the end of the week there were just 3 teacupfuls left (1½ lbs.).

KEEP A CONSERVATION RECORD IN YOUR FAMILY--Is Everyone Doing His Bit?

Date

Names of MEMBERS of FAMILY	SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		TOTAL	
	1 Wheatless	No. MEALS	3 Wheatless	No. MEALS	1 Wheatless	No. MEALS	3 Wheatless	No. MEALS	1 Wheatless	No. MEALS	1 Wheatless	No. MEALS	1 Wheatless	No. MEALS	11 Wheatless	3 Meatless
	Wheatless	Meatless	Wheatless	Meatless	Wheatless	Meatless	Wheatless	Meatless	Wheatless	Meatless	Wheatless	Meatless	Wheatless	Meatless	Wheatless	Meatless
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
TOTAL.....																
What the Food Administration Asks.																

How many pounds of sugar were used this week?
How much sugar should your family use in a week?

Refer to data on page 46 and answer the same questions relative to the use of wheat flour.

DIRECTIONS: Keep this record for a week, writing in the names of the people who live at your house. If any of them eat meals at other places, get the necessary information from them in the evening or the next day. Write after each name the number of wheatless and meatless meals each day and the total number for the week. Compare with the regulations shown under each day. Measure and weigh the sugar for the week as explained under the record on the opposite page.

KEEPING UP-TO-DATE

As different conditions in the food problem arise it is necessary for the Food Administration to issue new appeals for economy in the use of various foods. To keep strictly in touch with the wishes of the Food Administration it is very essential that we read carefully the daily newspapers, which furnish us full data concerning the work of the various departments at Washington. For instance, on March 23, 1918, the following new regulations on the consumption of wheat flour appeared:

If we are to furnish the allies with the necessary proportion of wheat to maintain their war bread from now until the next harvest, and this is a military necessity, we must reduce our monthly consumption to 21,000,000 bushels, as against our normal consumption of about 42,000,000 bushels, or 50 per cent of our normal consumption.

Reserving a margin for distribution to the army and for special cases leaves for general consumption approximately *one and one-half pounds of wheat products weekly per person*.

With improved transportation conditions we now have available a surplus of potatoes. We also have in the spring months a surplus of milk, and we have ample corn and oats for human consumption. The drain on rye and barley as substitutes has already greatly exhausted the supply of these grains.

To effect the needed saving of wheat we are wholly dependent upon the voluntary assistance of the American people, and we ask that the following rules shall be observed:

Householders to use not to exceed a total of $1\frac{1}{2}$ pounds per week of wheat products per person. This means not more than $1\frac{3}{4}$ pounds of victory bread containing the required percentage of substitutes and one pound of cooking flour, macaroni, crackers, pastry, pies, cakes, wheat breakfast cereals, all combined.

There is no limit upon the use of other cereals, flours and meals, corn, barley, buckwheat, potato flour, etc.

Many thousand families throughout the land are now using no wheat products whatever, except a very small amount for cooking purposes, and are doing so in perfect health and satisfaction.

There is no reason why all of the American people who are able to cook in their own households cannot subsist perfectly well with the use of less wheat products than one and one-half pounds a week, and we especially ask the well-to-do households in the country to follow this additional program in order that we may provide the necessary marginal supplies for those parts of the community less able to adapt themselves to so large a proportion of substitutes.

With the arrival of harvest we should be able to relax such restrictions.

CONSERVATION RECIPES

CONTENTS

- A—The Balanced Diet (pages 48-53)
- B—Wheat Saving Recipes (pages 54-58)
- C—Meat Saving Recipes (pages 59-62)
- D—Sugar Saving Recipes (pages 63-68)
- E—Special Recipes for Vegetables (page 69)
- F—Food for Children (pages 70-71)

Half the fun of eating is in trying new dishes!

A—THE BALANCED DIET

Eat Something from Each of These Five Groups Every Day

Group I—Mineral Matter, Acids and Body Regulators

FRUITS AND VEGETABLES furnish some of the material from which the body is made and keep its many parts working smoothly. They help prevent difficulties which give you headaches and made you stupid. The kinds you choose depend upon the season, but remember that the cheaper ones are often as valuable as the more expensive.

Group II—Protein (Building) Foods

MILK, EGGS, FISH, MEAT, PEAS, BEANS—these help build up the growing body and renew used-up parts. Dried peas and beans make good dishes to use in place of meat part of the time, but don't leave out the other foods entirely. Milk is the most important. Buy at least a pint a day for every member of your family. No other food can take its place for children. Don't skimp on milk.

Group III—Starchy Foods

CEREALS—Bread and breakfast foods. These foods act as fuel to let you do your work, much as the gasoline burning in an automobile engine makes the car go. And they are usually your cheapest fuel. Besides, they give your body some building material.

Don't think that wheat bread is the only kind of cereal food. The Government asks us to save wheat to send abroad to our soldiers and the Allies. Let the North try the Southern corn bread and the South the oatmeal of the North. Oatmeal muffins are delicious. See page 55 for the recipe.

Group IV—Foods for Sugar

SUGAR AND SYRUPS are fuel, too, and they give flavor to other foods. They are valuable food, but many people eat more of them than they need. Sweet fruits, of course, contain much sugar and are better for the children than candy.

Group V—Foods for Fat

FAT is fuel—Some is needed, especially by hard-working people. Remember that expensive fats are no better fuel than cheap ones. Use drippings. Don't let your butcher keep the trimmings from your meat. They belong to you. Children need some butter fat. Give it to them in plenty of whole milk or in butter.

GROUP I

EAT VEGETABLES AND FRUITS FOR MINERAL MATTER, ACIDS, AND BODY REGULATORS. EAT FREELY OF ALL THESE

Apples	Cauliflower	Muskmelon	Pineapple
Apricots	Celery	Onions	Rhubarb
Asparagus	Green or Canned	Oranges	Spinach
Bananas	Corn	Parsnips	Squash
Lima Beans	Cucumbers	Peaches	Strawberries
Beets	Grapes	Pears	String Beans
Blackberries	Lemons	Green or Canned	Tomatoes
Cabbage	Lettuce	Peas	Turnips
Carrots			

GROUP II

EAT THESE FOODS FOR PROTEIN. EAT SPARINGLY OF THOSE PRINTED IN ITALICS ; EAT FREELY OF ALL OTHERS

Beans	<i>Pork</i>	Skim Milk	Peanuts
Soy	Fish	<i>Mutton</i>	Peas
Lima	Fowl	American Cheese	Rabbits
Navy	Game	Nuts	<i>Veal</i>
<i>Beef</i>	Lamb	Oysters	Cottage Cheese
Eggs			

GROUP III

EAT THESE FOODS FOR STARCHES. EAT SPARINGLY OF THOSE PRINTED IN ITALICS BUT FREELY OF ALL THE OTHERS

Barley	Cornflakes	<i>Wheat Flour</i>	Sweet Potatoes
<i>White Bread</i>	Corn Meal	Hominy	Rice
<i>Cake</i>	<i>Soda Crackers</i>	<i>Macaroni</i>	Rye
Green or Canned	<i>Graham Crack-</i>	Oatmeal	Tapioca
Corn	<i>ers</i>	Rolled Oats	<i>Wheat Break-</i>
		White Potatoes	<i>fast Foods</i>

GROUP IV

EAT THESE FOODS FOR SUGAR. EAT SPARINGLY OF THE ONE PRINTED IN ITALICS. EAT FREELY OF THE OTHERS

Dried Apples	Dates	Molasses	Raisins
Cane Syrups	Honey	Dried Peaches	Sorghum
Corn Syrup	Maple Syrup	Prunes	<i>Sugar</i>

GROUP V

EAT THESE FOODS FOR FAT. USE **ALL** OF THESE FOODS SPARINGLY. BE ESPECIALLY CAREFUL IN THE USE OF THOSE PRINTED IN ITALICS

<i>Bacon</i>	Cocoa	<i>Lard</i>	Peanut Butter
<i>Butter</i>	Corn Oil	Oleomargarine	Peanut Oil
Chocolate	<i>Cream</i>	Olive Oil	<i>Salt Pork</i>

MEAL PLANS

Study your meals. Plan them for at least three days in advance. This helps you to buy to better advantage, gives variety in material and preparation.

Ask yourself the following questions about your meal:

Does this plan mean—

1. The use of home grown products and thus allow the railroads to be hauling supplies for the army instead of food for my family?
2. The substitution of milk, cheese, eggs, fish, game, beans, nuts, and peas for beef, mutton, and pork?
3. The use of barley, buckwheat, corn, oats, potatoes, and rye instead of wheat?
4. Plenty of whole milk for the children?
5. Twelve ounces of fat per adult per week and six ounces per child per week? The substitution of the vegetable fats wherever possible?
6. The substitution of honey, molasses, corn syrup, or other syrup for sugar, so as to reduce the amount of sugar used to three pounds or less per person per month?
7. Meals adapted to the season and pocketbook?
8. Meals which include at least one food from each of the Food Groups named above?

The following gives a day's ample nourishment:

Breakfast

- | | | |
|-------|------|--|
| Group | I. | Prunes |
| Group | II. | Eggs—Milk |
| Group | III. | Graham Muffins—Oatmeal or Baked Potato |
| Group | IV. | Jam |
| Group | V. | Butter |

Lunch or Supper

- | | | |
|-------|------|-----------------------|
| Group | I. | Vegetables in Salad |
| Group | II. | Milk to Drink |
| Group | III. | Corn Meal Muffins |
| Group | IV. | Honey in Honey Cakes |
| Group | V. | Butter—Salad Dressing |

Dinner

- | | | |
|-------|------|--------------------------------|
| Group | I. | Spinach—Apple in Pudding |
| Group | II. | Fish—Egg and Milk in Pudding |
| Group | III. | Potatoes—Rye Bread |
| Group | IV. | Sugar in Coffee and in Pudding |
| Group | V. | Butter—Cream in Coffee |

VICTORY MENU FOR A WEEK

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
BREAKFAST	1 Wheatless 1 Meatless	3 Wheatless 1 Meatless	3 Meatless 1 Wheatless	3 Wheatless 1 Meatless	1 Wheatless 1 Meatless	1 Wheatless 1 Meatless	1 Wheatless 1 Meatless
	I. Sweet orange halves III. Corn bread (See p. 54) V. Butter or oleo II. Cocoa or coffee	III. Oatmeal II. Milk III. Corn meal muffins V. Butter or oleo II. Cocoa or coffee	III. Boiled rice II. Milk III. Buckwheat gems* V. Butter or oleo II. Cocoa or coffee	I. Grapefruit III. Buckwheat V. Butter or oleo II. Cocoa or coffee	III. Fried Mush IV. Syrup II. Cocoa or coffee V. Butter or oleo	III. Rolled oats II. Milk III. Rye and corn muffins* V. Butter or oleo II. Cocoa or coffee	III. Corn Flakes II. Milk III. Oatmeal muffins IV. Jam II. Cocoa
LUNCHEON	II. Roast leg of mutton V. Brown gravy IV. Currant jelly III. Baked potatoes III. Whole wheat bread V. Butter or oleo I. Cabbage salad III. Cottage pud'ng IV. Chocolate sauce	II. Creamed cheese on left over muffins I. Buttered cabbage (use oleo) III. Cookies barley II. Milk	III, II. Rice and nut cakes* III. Barley bread V. Butter or oleo I, IV. Canned peaches III. Economical cake	III. Mush II. Milk II. Cheese I. Baked apples III. Economical cake* Tea	III. Creamed hominy and cheese (II.) III. Hashed potatoes I. Baked apples III. Bread V. Butter III. Cookies	II, III. Vegetable loaf* III. Muffins (re-heated) V. Butter III. Sliced bananas II. Milk	II. Lima bean loaf* III. Bread V. Butter or oleo I, IV. Canned peaches
DINNER	III, V. Barley bread and butter sandwiches III, V Peanut butter sandwiches I, II, IV. Cherry sauce III. Lace cake* II. Tea or milk	II and III. Cottage pie* I. Buttered beets (use drippings) III. Corn bread V. Butter or oleo I. and IV. Cherry juice pudding*	I, III. Convent pie I, III. Scaloped tomatoes (juice for soup on Wed.) I. Beet salad III. Baked graham pudding I, IV. Peach juice	I, III. Tomato soup with rice II. Pan-broiled round steak III. Creamed potatoes I. Pickles II, III, IV. Corn starch pud'ng	II, III. Meat and Potato short cake* I. Browned carrots III. Baking powder biscuits (half corn meal) IV. Jelly I, IV. Fruit gelatine	II, III. Creamed codfish and potatoes II, III. Polenta IV. Pickles V, I, III, IV. Lemon pie	II. Lamb stew Peas (I) Onions (I) Turnips (I) Potatoes (III) III. Bread V. Butter or oleo III. Baked graham pudding (Re-heated in double boiler) I, IV. Lemon sauce

The Roman numerals refer to the groups of food explained on page 48. It will be seen that the menu is so arranged that food from each of the five groups will be eaten daily.

The recipes for the foods followed by a star (*) will be found on pages 52, 53. Although the Government has temporarily changed its policy of urging as to observe 1 meatless meal every day in addition to the 3 meatless meals on Tuesday, this menu is arranged to conform to the plan of 9 meatless meals a week. This is because many patriotic Americans are anxious to know how they can conserve more meat than the Government suggests as the smallest minimum and at the same time have a properly balanced, sufficiently nourishing diet.

SPECIAL RECIPES FOR THE VICTORY MENU

Lace Cakes (Sunday)

1 teaspoonful melted butterine	$\frac{1}{2}$ teaspoonful vanilla
$\frac{1}{2}$ cup sugar	1 teaspoonful baking powder
1 egg	$1\frac{1}{4}$ cup rolled oats
$\frac{1}{4}$ teaspoonful salt	

Mix and let stand 20 minutes. Drop bits on a greased pan, spread out with a knife and bake in a slow oven 20 to 30 minutes. If the mixture runs, more oatmeal should be added.

Cottage Pie (Monday)

Put the left over baked potatoes from Sunday dinner through the meat grinder. Season well and line a greased baking dish with them. In the center place any left over chopped meat and gravy. Cover with more potato and bake in a hot oven 20 minutes.

Cherry Juice Pudding (Monday)

Take juice drained from the sauce served the night before. To 1 cup juice add $\frac{1}{2}$ cup water and beat. Mix 3 tablespoons cornstarch with $\frac{1}{2}$ cup cold water and slowly add the hot liquid. Cook until smooth and clear. Serve hot or cold.

Rice and Nut Cakes (Tuesday)

Take left over rice from breakfast (reserving some for the tomato soup on Wednesday). To 2 cups rice add $\frac{1}{4}$ cup chopped peanuts. Season with salt and celery salt. Press into flat cakes, roll in corn meal and brown on both sides in a little fat.

Baked Graham Pudding (Tuesday)

2 cups dry bread crumbs	1 cup graham flour
(put through meat grinder)	1 teaspoon cinnamon
1 cup molasses	$\frac{1}{2}$ teaspoon cloves
1 cup sweet milk	$\frac{1}{4}$ teaspoon salt
4 tablespoons melted drippings	1 beaten egg
1 cup raisins	

Beat all well, put into a buttered pan and bake slowly for about 45 minutes. This pudding keeps well and may be reheated in the double boiler. It is best warm. It may be served with milk or any pudding sauce.

Buckwheat Gems (Wednesday)

2 cups buckwheat flour	2 tablespoons sugar
1 teaspoon salt	2 tablespoons melted drippings
1 teaspoon baking powder	1 beaten egg
1 teaspoon soda	1 cup sour milk

Mix and sift ingredients, add fat and beaten egg to sour milk. Combine mixtures and beat well. Bake in greased muffin tins.

Economical Cake (Wednesday)

$\frac{1}{2}$ cup sugar	$\frac{1}{3}$ cup butter substitute
$\frac{1}{2}$ cup molasses	1 teaspoon cinnamon
1 cup chopped dates	$\frac{1}{2}$ teaspoon cloves
1 cup water	

Boil all except the dates for 3 minutes. Cool, mix and sift 1 teaspoon soda, 2 cups flour, $\frac{1}{2}$ teaspoon baking powder. Add the dates, then combine with the other mixture and bake about 1 hour.

Meat and Potato Short Cake (Thursday)

Take any left over meat and potatoes from Wednesday, chop fine, season, make more gravy if necessary and pour over part of the biscuits that have been split open.

Rye and Corn Muffins (Friday)

$\frac{3}{4}$ cup corn meal	$\frac{1}{2}$ teaspoon salt
$1\frac{1}{4}$ cup rye	1 beaten egg
$\frac{1}{4}$ cup sugar	2 tablespoons melted drippings
5 teaspoons baking powder	1 cup milk

Bake in a hot oven 20 to 25 minutes.

Vegetable Loaf (Friday)

$\frac{3}{4}$ cup dry bread crumbs	$\frac{3}{4}$ cup milk
$\frac{1}{2}$ can peas	$\frac{1}{2}$ tablespoon sugar
1 egg	$\frac{3}{4}$ teaspoon salt
$\frac{1}{4}$ cup English walnuts	2 tablespoons drippings

Mash peas, mix all ingredients. Let stand 15 minutes. Cover and bake in a slow oven 30 minutes.

Polenta (Friday)

Make fresh mush of 1 cup corn meal to 3 cups water or use any left over. Cook 1 cup tomatoes, 2 tablespoons drippings, 3 tablespoons chopped onion, 1 teaspoon salt, and $\frac{1}{8}$ teaspoon pepper. Place a layer of mush in a greased baking dish. Cover with tomato mixture, add corn meal and another layer of tomato. Sprinkle with $\frac{1}{4}$ cup grated cheese and bake until heated through.

Lima Bean Loaf (Saturday)

1 cup dry lima beans	$\frac{1}{2}$ cup boiling water
1 onion	1 teaspoon salt
1 egg	$\frac{1}{4}$ teaspoon mustard
1 carrot	2 tablespoons drippings
1 cup crumbs	

Soak beans over night. In morning add onion and carrot and cook until beans are tender. Drain, saving liquid for soup. Put through meat chopper with carrot and onion, add other ingredients, pack into a greased pan and bake 30 minutes. Serve with tomato sauce made from tomatoes left from Friday.

B—WHEAT SAVING RECIPES**SAVE THE WHEAT—USE CORN AND OATS**

Make it a principle to increase the use of corn meal to the maximum. Pound for pound, the energy value of corn meal is equal to that of wheat flour. Every time corn meal is used where before we used wheat products, we are helping to win the war.

Have corn meal mush for breakfast; add figs, dates, or other fruit, for variety; serve fried mush; use corn meal in quick breads, yeast breads, desserts. The breads are light, palatable, and capable of frequent use in the weekly dietary. Likewise, make the maximum use of oatmeal or rolled oats. Omit all wheat breakfast cereals. Use oatmeal or rolled oats, and secure variety through adding fruit. Use rolled oats to conserve one-fourth the wheat in making muffins, rolls, and yeast-raised bread.

Proportions and Directions

All measurements are level, and flour is measured after sifting. Proportions are for Minnesota flour.

REAL CORN BREAD

2 cups buttermilk	$\frac{1}{2}$ teaspoon soda
1 egg	1 teaspoon salt

Corn meal to make a thin batter.

Beat egg, add buttermilk. Then sift dry ingredients, beat well and bake in hot oven in a thin sheet or in gem pans.

CORN MEAL MUFFINS

1 cup milk or water (8 ounces)	1 to 2 tablespoons sugar ($\frac{1}{2}$ -1 oz.)
$1\frac{1}{3}$ cups flour ($5\frac{1}{3}$ ounces)	1 egg (2 ounces)
$\frac{2}{3}$ cup corn meal ($3\frac{1}{3}$ ounces)	4 teaspoons baking powder ($\frac{1}{2}$ oz.)
1 to 2 tablespoons fat ($\frac{1}{2}$ -1 ounce)	$\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce)

Method I: Mix milk, egg, and melted fat, and add dry ingredients, well mixed.

Method II: Scald corn meal with the hot milk; add egg, melted fat, and dry ingredients.

CORN MEAL GRIDDLE CAKES OR WAFFLES, I

1 cup milk (8 ounces)	2 teaspoons baking powder ($\frac{1}{4}$ oz)
$\frac{3}{4}$ cup flour (3 ounces)	$\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce)
$\frac{3}{4}$ cup corn meal ($3\frac{3}{4}$ ounces)	1 egg (2 ounces)

Add beaten egg to milk and add to dry materials, well mixed.

CORN MEAL GRIDDLE CAKES OR WAFFLES, II

1 cup sour milk (8 ounces)	1 teaspoon baking powder ($\frac{1}{8}$ oz.)
$\frac{3}{4}$ cup flour (3 ounces)	$\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce)
$\frac{3}{4}$ cup corn meal ($3\frac{3}{4}$ ounces)	1 egg (2 ounces)
$\frac{1}{2}$ teaspoon soda ($1/14$ th ounce)	

INDIAN PUDDING

$\frac{3}{4}$ cup corn meal ($3\frac{3}{4}$ ounces)	3 tablespoons sugar ($1\frac{1}{2}$ ounces)
1 quart milk (32 ounces)	or
$1\frac{1}{2}$ teaspoon salt ($\frac{3}{8}$ ounce)	$\frac{1}{3}$ cup molasses ($4\frac{1}{2}$ ounces)

Heat the milk. Sift in the corn meal as in making mush. Add salt and sugar. Turn into buttered baking dish, put dish in pan of water, and bake very slowly $2\frac{1}{2}$ to 3 hours. Serve with hard sauce, cream, or crushed fruit.

OATMEAL MUFFINS, I.

$\frac{1}{2}$ cup milk (4 ounces)	$1\frac{1}{2}$ cups flour (6 ounces)
1 cup cooked oatmeal or rolled oats	2 tablespoons sugar (1 ounce)
1 egg (2 ounces)	$\frac{1}{2}$ teaspoon salt ($\frac{1}{8}$ ounce)
2 tablespoons fat (1 ounce)	4 teaspoons baking powder ($\frac{1}{2}$ oz.)

Cook oatmeal, using one part oatmeal to two parts water. A larger proportion of water makes too soft a mush and gummy muffins. Mix milk, oatmeal, egg, and melted fat. Add dry ingredients after sifting them together. Bake 25 to 30 minutes. This makes 10 to 12 muffins.

OATMEAL MUFFINS, II.

$1\frac{1}{2}$ cups milk (12 ounces)	1 teaspoon salt ($\frac{1}{2}$ ounce)
2 eggs (4 ounces)	2 cups rolled oats ($5\frac{1}{2}$ ounces)
2 tablespoons fat (1 ounce)	1 cup flour (4 ounces)
2 tablespoons sugar (1 ounce)	4 teaspoons baking powder (1 oz.)

Pour milk over oats and let soak one-half hour. Add eggs and melted fat. Add to dry ingredients, which have been sifted together. Bake 25 to 30 minutes. This makes 10 to 12 muffins.

USE CORN AND OATS IN BREAD MAKING

Corn meal yeast bread, satisfactory in texture and mild in flavor, can be made using 20 per cent by measure or 25 per cent by weight of total cereal as corn meal. The flavor of white corn meal is less distinctive and the bread made from it differs in color from that of the usual wheat loaf less than that made from the yellow meal. These breads may be made by combining dry corn meal with the flour, but the product is less satisfactory than that in which the meal is first cooked as for corn meal mush. The manipulation is the same as for wheat bread, except that it is a little more difficult to knead into the mush the full amount of flour and the dough is somewhat softer and stickier. Baking should occur in a slower oven, and should continue over a longer period—at least an hour.

Oatmeal yeast bread is coarser than wheat bread, and is not unlike graham bread in appearance. It has a sweet, nutty flavor, much liked by persons who care for whole wheat or dark breads. Some care is necessary in combining the rolled oats with the mixture. The most satisfactory method has been found to be that of pouring the hot liquid over the rolled oats, allowing the mixture to cool rather slowly (about half an hour). Longer soaking of the oats produces a somewhat moister bread. The manipulation is the same as for wheat bread. The dough is a bit softer. Baking requires about 45 minutes.

Proportions and Directions

All proportions are for one loaf. The amount of yeast provides for a very short process—3½ to 4 hours. One-half the yeast suggested will make bread in 5 hours.

One cake of dry yeast used as a starter should produce yeast for six loaves. In all cases the amount of liquid should be equal to that added with the compressed yeast in the recipe given.

CORN MEAL YEAST BREAD (1 LOAF)

1¼ cups milk and water or water (10 ounces)	⅔ cup corn meal (3⅓ ounces)
2 tablespoons sugar (1 ounce)	2⅓ cups flour (9⅓ ounces)
1 tablespoon fat (½ ounce)	½ cake compressed yeast (¼ ounce)
2 teaspoons salt (½ ounce)	¼ cup warm water (2 ounces)

Add sugar, fat, and salt to liquid, and bring to boiling point. Add corn meal slowly, stirring constantly until all is added. Remove from fire, cool mixture, and add compressed yeast softened in ¼ cup warm water. Add 2⅓ cups flour and knead. Let rise until about double its bulk, knead again, and put in the pan. When light, bake in a moderate oven for at least an hour.

In mixing the dough the flour and corn meal are to be used as separate ingredients, because the corn meal must be scalded or a grainy bread results. When the corn meal mixture is removed from the stove, the housewife will doubt her ability to add the amount of flour called for. The flour will work in, as required, but a stiffer, stickier dough than that to which she is accustomed will result.

OATMEAL YEAST BREAD (1 LOAF)

1 cup milk and water, or water (8 ounces)	1 cup rolled oats (2¾ ounces)
1 teaspoon salt (¼ ounce)	2½ cups wheat flour (10 ounces)
1 tablespoon fat (½ ounce)	½ cake compressed yeast (¼ ounce)
2 tablespoons sugar (1 ounce)	¼ cup warm water (2 ounces)

Scald liquid and pour it over the rolled oats, sugar, salt, and fat. Let stand until lukewarm (about half an hour). Add yeast softened in warm water. Add flour and knead. Let rise until double its bulk. Knead again and place in pan. When light, bake in a moderate oven from 45 to 60 minutes.

BARLEY, RYE, RICE, OR POTATO FLOUR YEAST BREADS

Barley yeast bread.—Bread may be made using wheat flour and barley flour in mixtures containing from 33⅓ to 50 per cent barley flour. The bread containing one-third barley flour is light, palatable, and of especially pleasant flavor. A larger percentage produces a heavier, darker bread of pronounced barley flavor. The manipulation for this bread is the same as for wheat bread. The conditions and time for baking are also the same. The loaf is smaller.

BARLEY YEAST BREAD

1 cup milk and water, or water (8 ounces)	1 teaspoon salt ($\frac{1}{4}$ ounce)
1 tablespoon sugar ($\frac{1}{2}$ ounce)	$1\frac{1}{6}$ cups barley flour (4 ounces)
1 tablespoon fat ($\frac{1}{2}$ ounce)	$2\frac{1}{3}$ cups wheat flour ($9\frac{1}{3}$ ounces)
	$\frac{1}{2}$ cake compressed yeast ($\frac{1}{4}$ ounce)

Soften the yeast in part of the liquid. Combine ingredients. Mix into a dough. Knead and let rise to double original bulk. Knead again. Put in the pan, and when again double in bulk bake about 45 minutes.

Rye yeast bread.—Commercial rye breads are made of a mixture of wheat and rye flours, known in the trade as 50-50. Rye flour has much less expansion than wheat flour; hence the loaves are smaller. The manipulation is the same throughout as for wheat bread.

Proportions and directions:

RYE YEAST BREAD

1 cup milk and water, or water (8 ounces)	$2\frac{1}{4}$ cups rye flour (7 ounces)
1 tablespoon fat ($\frac{1}{2}$ ounce)	$2\frac{1}{4}$ cups wheat flour (9 ounces)
2 tablespoons sugar (1 ounce)	$\frac{1}{2}$ cake compressed yeast ($\frac{1}{4}$ ounce)
1 teaspoon salt ($\frac{1}{4}$ ounce)	2 tablespoons water (1 ounce)

Combine ingredients. Mix into dough and knead. Let rise until double original bulk. Knead again. When again double bulk, bake about 45 minutes.

RICE

Cooked rice combined with wheat flour makes delicious muffins and yeast bread. There are many ways of cooking the rice. The basic principles may be stated as follows: First, cook the rice so as to conserve all mineral matter and other soluble products.

Method: After the rice is thoroughly washed it should be put in a thick iron kettle or stoneware baking dish, and cold water added so that the water stands three-quarters of an inch to an inch clear above the rice. A heavy or weighted cover should be used to seal the dish. Cook slowly over direct heat or in the oven until all the water has been absorbed and the grains are soft and steam escapes from the vessel. This is the Japanese method. The second method, more frequently used in the United States, is to use a very large amount of boiling water to a small amount of rice, the rice being added slowly enough not to stop the boiling. The water is boiled briskly 20 minutes, or until the kernels are tender. Then it is drained in a colander or strainer, set on the back of the stove or put in a slightly warm oven or in a pan over hot water, to dry off a bit. There results a fluffy mass of large, plump grains, each perfectly distinct in itself, instead of the gummy mush so often served as boiled rice.

The rice yeast bread is very white in color, is moister than wheat bread, and keeps moist longer. It is handled in much the same manner as wheat bread. The first dough, however, is much stiffer, and after once rising the light dough is so soft that it cannot be kneaded with the hands. It should be well stirred with a strong spoon and placed in the pans, looking much like a stiff drop batter. After baking, the upper crust is less smooth than that of our familiar wheat flour loaf.

RICE YEAST BREAD

(These amounts make two large or three small loaves of bread.)

$\frac{1}{2}$ cup milk and water or water (4 ounces)	7 cups boiled rice
4 tablespoons sugar (2 ounces)	8 cups flour (32 ounces)
4 tablespoons fat (2 ounces)	$\frac{1}{2}$ cake compressed yeast ($\frac{1}{4}$ oz.)
$1\frac{1}{2}$ teaspoons salt ($\frac{3}{8}$ ounce)	$\frac{1}{4}$ cup warm water (2 ounces)

Scald liquid if milk is used. Pour over fat, sugar, and salt. Cool and add yeast, moistened in $\frac{1}{4}$ cup warm water. Add rice and flour and knead. After second rising bake 45 minutes.

POTATO YEAST BREAD

Boiled potatoes mashed and combined with wheat flour may be used in making a bread of good flavor and texture. The potato bread is slightly darker in color than patent flour bread and is also somewhat more moist. It is relished by persons who do not care for any but so-called "white-bread." Two manipulations are satisfactory. Either all the flour may be added in the first mixture, making a dough which is very stiff and difficult to knead or a part of the flour may be reserved and added with the second kneading. In either case the dough is soft at the second handling, but after baking it produces a satisfactory loaf.

(The following amounts make three loaves of bread.)

$\frac{1}{2}$ cup milk and water or water (4 ounces)	4 cups boiled potatoes
4 tablespoons sugar (2 ounces)	8 cups flour (32 ounces)
4 tablespoons fat (2 ounces)	$\frac{1}{2}$ cake compressed yeast ($\frac{1}{4}$ oz.)
$1\frac{1}{2}$ teaspoons salt ($\frac{3}{8}$ ounce)	$\frac{1}{4}$ cup warm water (2 ounces)

CONSERVATION PIE CRUSTS**Corn Meal Crust**

Grease a pie plate well. Cover with raw corn meal, giving the plate a rotating motion so that an even layer of the meal will stick to the plate about $\frac{1}{8}$ of an inch in thickness. Fill the plate with pumpkin pie mixture. Bake in a hot oven.

Oatmeal Crust

2 cups finely ground oatmeal
1 cup boiling water
1 teaspoon fat

Scald the oatmeal with the water. Add fat and mix thoroughly. Roll very thin and line small pie or tart tins with the mixture. Bake in a hot oven. Fill with apricot marmalade or other thick mixture.

C—MEAT SAVING RECIPES

MAKE A LITTLE MEAT GO A LONG WAY—USE SAVORY STEWS AND MEAT PIES

Do you know how good they are? They may be so varied that you can have a different one every day in the week, and all of them delicious. It needs only a small piece of meat to give flavor to a hearty dish.

Don't think you must eat a lot of meat to be strong. Meat is good to help build up the body, but so are many other foods.

In these dishes part of your building material comes from the more expensive meat and part from the cheaper peas, beans, hominy, and barley. The little meat with the vegetables and cereals will give your body what it needs.

HOW TO COOK THE STEWS

All kinds of stews are cooked in just about the same way. Here are directions which will serve for making almost any kind.

Cut the meat in small pieces and brown with the onion in the fat cut from the meat. Add the salt and pepper, seasoning vegetables (onion, celery tops, etc.), 2 quarts of water, and the rice, or other cereal, if it is to be used. Cook for an hour, then add the vegetables except potatoes. Cook the stew for half an hour, add the potatoes cut in quarters, cook for another half an hour, and serve.

The fireless cooker may well be used, the meat and the vegetables being put in at the same time.

Left-overs or canned vegetables need only to be heated through. Add them 15 minutes before serving.

Dried peas or beans should be soaked over night and cooked for three hours before adding to the stew; or, better, cook them over night in a fireless cooker.

SAVORY STEWS

Try them. They can be a whole meal and a nutritious one. These recipes serve five people.

Here is an English stew that is especially good:

HOT POT OF MUTTON AND BARLEY

1 pound mutton	4 potatoes
½ cup pearly barley	3 onions
1 tablespoon salt	Celery tops or other seasoning herbs.

Cut the mutton in small pieces, and brown with the onion in fat cut from meat. This will help make the meat tender and improves the flavor. Pour this into a covered saucepan. Add 2 quarts water and the barley. Simmer for 1½ hours. Then add the potatoes cut in quarters, seasoning herbs, and seasoning, and cook one-half hour longer.

BEEF STEW

1 pound beef	$\frac{1}{4}$ peck peas or 1 can
4 potatoes cut in quarters	$\frac{1}{4}$ cup carrots cut up small
1 teaspoon salt	

Cut the meat in small pieces and brown in the fat from the meat. Simmer in 2 quarts of water for one hour. Add the peas and carrots and cook for one-half hour, then add the potatoes. If canned peas are used, add them 10 minutes before serving. Serve when potatoes are done.

MEAT PIES

Another good way to use a little meat. Have you ever used rice, corn meal mush, or hominy for a crust? This is less work than a pastry crust and saves wheat.

4 cups cooked corn meal, rice, or hominy	$\frac{1}{8}$ teaspoon pepper
	1 tablespoon fat
1 onion	1 pound raw meat or left over meat
2 cups tomato	cut up small
$\frac{1}{2}$ teaspoon salt	

Melt the fat, add the sliced onion, and if raw meat is used, add it and stir until the red color disappears. Add the tomato and seasoning. If cooked meat is used, add it with the tomato and seasoning, after the onion is browned, and heat through. Grease a baking dish, put in a layer of the cereal, add the meat and gravy, and cover with the cereal dotted with fat. Bake for half an hour.

DIFFERENT STEWS

Here is the way you can change the stews to make them different and to suit the season:

1. The meat.—This may be any kind and more or less than a pound may be used. Use the cheap cuts, the flank, rump, neck, or brisket. The long, slow cooking makes them tender. Game and poultry are good.

2. Potatoes and barley may be used or barley alone, or rice, hominy, or macaroni.

3. Vegetables.—Carrots, turnips, onions, peas, beans, cabbage, tomatoes are good, canned or fresh. Use one or more of these, as you wish.

4. Parsley, celery tops, onion tops, seasoning herbs, or chopped sweet peppers add to the flavor.

5. Many left-overs may be used—not only meat and vegetables, but rice or hominy.

TAMALE PIE

2 cups corn meal
 2½ teaspoons salt
 6 cups boiling water
 1 onion
 1 tablespoon fat

1 pound Hamburger steak
 2 cups tomatoes
 ½ teaspoon Cayenne pepper or
 small chopped sweet pepper
 1 teaspoon salt

Make a mush by stirring the corn meal and 1½ teaspoons salt into boiling water. Cook in a double boiler or over water for 45 minutes. Brown the onion in the fat, add the Hamburger steak and stir until the red color disappears. Add the tomato, pepper, and salt. Grease a baking-dish, put in a layer of corn meal mush, add the seasoned meat, and cover with mush. Bake 30 minutes.

RABBIT IN CASSEROLE

1 rabbit
 ¼ cup drippings or other fat
 1 cup hot water

2 cups meat stock or thickened gravy
 1 tablespoon lemon juice
 Bit of bay leaf

Dress the rabbit and separate into pieces at the joints. Season with paprika and salt. Cook in the fat until a golden brown. Transfer the meat to a casserole with one cup of hot water and cover. Bake in a moderate oven about one-half hour, then add the stock or gravy, lemon juice, and bay leaf. Continue cooking in the oven about three hours.

A WHOLE DINNER IN ONE DISH

Mother will like it; *Father* will like it; *You* will like it; the *Pocket-book* will surely like it. Your *Bodies* can't help liking it. "*Uncle Sam*" is bound to like it. Everybody will like the one-dish dinner. Why?

A dish hot and savory—good for work or play—that is why the father and the children will like it.

Easy to cook and serve—that is one reason why mother will like it. Only one dish to cook, few plates to wash, steps saved.

This dinner is *good nourishing food* for it contains all the body needs for work and strength.

This dinner helps you do your part for your country. You can save wheat and meat to ship abroad. Our soldiers and the Allies need them more than we do.

TRY THESE ONE-DISH DINNERS

Each of the following dishes is enough for a family of five. Each contains all five kinds of food needed. Eat them with bread and with fruit or jam for dessert.

FISH CHOWDER

Rabbit, fowl, or any meat may be used instead of fish, or tomatoes instead of milk. Carrots may be omitted.

1½ pounds fish (fresh, salt, or canned)	
9 potatoes, peeled and cut in small pieces	
1 onion, sliced	3 cups milk
2 cups carrots cut in pieces	pepper
¼ pound salt pork	3 tablespoons flour

Cut pork in small pieces and fry with the chopped onion for five minutes. Put pork, onions, carrots, and potatoes in kettle and cover with boiling water. Cook until vegetables are tender. Mix three tablespoons of flour with one-half cup of the cold milk and stir in the liquid in the pot to thicken. Add the rest of the milk and the fish which has been removed from the bone and cut in small pieces. Cook until the fish is tender, about 10 minutes. Serve hot. You can omit salt pork and use a tablespoon of other fat.

DRIED PEAS WITH RICE AND TOMATOES

1½ cups rice	1 tablespoon salt
2 cups dried peas	¼ teaspoon pepper
6 onions	2 cups tomato (fresh or canned)

Soak peas over night in two quarts of water. Cook until tender in water in which they soaked. Add rice, onions, tomato, and seasonings and cook 20 minutes.

POTTED HOMINY AND BEEF

Hominy is excellent to use as part of a one-dish dinner, if you have a fire in your stove so that you can cook it for a long time, or use a fireless cooker. Heat 1½ quarts of water to boiling; add 1 teaspoon of salt and 2 cups of hominy which has been soaked over night. Cook in a double boiler for four hours or in the fireless cooker over night. This makes 5 cups. This recipe may be increased and enough cooked in different ways for several meals. Hominy is excellent combined with dried, canned, or fresh fish, or meat and vegetable left-overs may be used. Here is one combination.

5 cups cooked hominy	¼ pound chipped or ground beef
4 potatoes	2 cups milk
2 cups carrots	2 tablespoons fat
1 teaspoon salt	2 tablespoons flour

Melt the fat, stir in the flour, add the cold milk, and mix well. Cook until it thickens. Cut the potatoes and carrots in dice, mix all the materials in a baking dish, and bake for one hour.

D—SUGAR SAVING RECIPES

PATRIOTIC COOKIES

GINGER COOKIES

5 cups of flour (3 cups white flour, 2 cups rye flour)	1 teaspoon baking powder
$\frac{1}{2}$ cup brown sugar	$\frac{1}{2}$ cup molasses or sorghum
1 tablespoon ginger	$\frac{1}{2}$ cup melted fat
$\frac{3}{4}$ teaspoon salt	1 tablespoon vinegar
1 teaspoon soda	$\frac{1}{2}$ cup water

Sift together the flour, soda, and spice; mix the water, sugar, molasses, and fat, and add gradually to the dry ingredients. Mix well. Chill. Roll on a floured board to $\frac{1}{8}$ inch thickness. Cut with a floured cutter. Bake in a moderate oven (185 deg. C to 190 deg. C) for about 10 minutes. This makes about ninety cookies.

HONEY DROP COOKIES

$\frac{3}{4}$ cup honey	$\frac{1}{2}$ teaspoon soda
$\frac{1}{4}$ cup fat	2 tablespoons water
1 egg	1 cup raisins, cut in small pieces
$1\frac{1}{2}$ cup white flour	$\frac{1}{4}$ teaspoon salt
$\frac{3}{4}$ cup of rice flour	

Heat the honey and fat until the fat melts. Sift together the flour, soda and salt. To the cooled honey mixture add egg, well beaten, water, and raisins. Add gradually to the dry ingredients. Drop by spoonfuls on a greased sheet. Bake in a slow oven (180 deg. C to 185 deg. C) for about 12 to 15 minutes. This makes about 42 cookies.

$\frac{1}{2}$ teaspoon cinnamon and $\frac{1}{8}$ teaspoon of cloves may be added to the honey mixture.

CHOCOLATE PEANUT COOKIES

$\frac{1}{2}$ cup corn syrup	1 egg
$\frac{1}{2}$ cup sugar (brown)	5 teaspoons baking powder
$\frac{1}{2}$ cup fat	$\frac{1}{2}$ cup peanuts or walnuts
$\frac{1}{2}$ cup milk	$\frac{1}{4}$ teaspoon salt
$2\frac{1}{4}$ cups white flour	$\frac{1}{2}$ teaspoon vanilla
$\frac{1}{2}$ cup corn flour	2 squares chocolate

Cream sugar and fat, add syrup, melted chocolate, salt, vanilla, and beaten egg; sift flour with baking powder and add alternating with milk to first mixture. Add nuts dredged in flour last. Drop from spoon on cookie sheets. Bake at 190 deg. C to 200 deg. C.

OATMEAL DROP COOKIES

1¾ cups flour	2½ teaspoons baking powder
2 cups rolled oats	½ cup corn syrup
½ cup brown sugar	¾ cup milk
¾ teaspoon cinnamon	½ cup melted fat
¾ teaspoon salt	¾ cup raisins, seeded and cut into halves
½ teaspoon cloves	
¼ teaspoon nutmeg	

Sift together the flour, salt, spices, and baking powder; add raisins and oatmeal. To the corn syrup and melted fat, add milk and brown sugar. Add liquid mixture gradually to the dry ingredients. Stir well. Drop by small teaspoonfuls on greased baking sheet. Bake about 15 minutes in a moderate oven (195 deg. C to 210 deg. C). This makes about 72 cookies.

WAR CANDIES**MOLASSES CANDY**

¾ cup corn syrup	1 tablespoon vinegar
1¼ cups molasses or sorghum	1 teaspoon fat
	a pinch of soda

Boil first three ingredients until it becomes brittle when dropped in cold water (132 deg. C). This is the crack stage. Add fat and soda. Remove from fire, beat well, and pour into greased tins. When cool pull until light in color. Cut in one inch pieces.

MAPLE DROPS

2 cups maple sugar	1 tablespoon fat
¾ cup water or milk	1 cup chopped nuts

Cook the water and sugar to the soft ball stage or until a little dropped into cold water forms a firm, soft ball (114½ deg. C). Add butter and nuts. Cool slightly. Beat until mixture begins to thicken, then drop from a tablespoon on a greased plate. The candy may be varied by adding candied cherries or chopped raisins or figs, or six marshmallows to the hot mixture. Beat until candy begins to thicken.

HONEY CARAMELS

1 cup milk	¾ cup corn syrup
¼ cup honey	Pinch of salt
	1 teaspoon fat

Heat the honey and the corn syrup to the boiling point. Add the milk gradually, stirring constantly. Cook the mixture until it forms a firm, soft ball when dropped into cold water. Turn into a greased pan and cut in squares when cold. Chopped nuts may be added just before taking from the fire.

PEANUT BRITTLE

2 cups maple sugar $\frac{1}{2}$ cup chopped peanuts
Pinch of salt

Boil syrup until it becomes brittle when dropped into cold water. Scatter chopped nuts over a greased pan and pour over them the cooked syrup. Mark in squares before candy is hard.

MAPLE FONDANT

5 cups of brown or maple sugar $\frac{1}{2}$ cup water

Place over fire and heat to the soft ball stage (113 deg. C), or until candy forms a soft ball when dropped in cold water. Pour on a greased platter. Let cool. Stir with a wooden spoon or a wooden butter paddle until mixture becomes creamy; then knead in the hands. Form in balls and put between two halves of walnuts, or dip in melted chocolate and let harden on oiled paper.

Maple Cream Patties may be made by melting fondant over hot water. Drop the melted fondant from a teaspoon on oiled paper.

GUM DROPS

3 tablespoons granulated gelatin 2 teaspoons cornstarch
 $1\frac{1}{2}$ cups cold water 2 cups of light brown sugar
1 cup of hot water

To make Gum Drops, soak the gelatin in the cold water for three minutes. Then stir the cornstarch thoroughly through the soaked gelatin. Place the brown sugar and cup of hot water on the fire and when the sugar is dissolved add gelatin. Boil slowly for about 25 minutes. Remove from the fire and when partially cool add the desired flavoring and beat for about five minutes, or until the mixture has a cloudy appearance. Pour in a bread pan which has been rinsed out with water. When firm, cut in cubes and roll in powdered sugar. Use for flavoring oil of cinnamon, peppermint, wintergreen, etc.

MAPLE DIVINITY

1 cup maple White of 1 egg (stiffly beaten)
 $\frac{1}{4}$ cup water $\frac{1}{2}$ teaspoon vanilla extract
 $\frac{1}{4}$ cup chopped nuts

Boil sugar and water until it forms a soft ball (113 deg. C) when dropped in cold water. Pour the hot mixture over the stiffly beaten white of egg, beating constantly. Add nuts and flavoring and beat until candy stiffens. Drop from a spoon on a greased platter.

SUGARLESS SWEETS

1 cup stoned dates 1 cup nut meats
1 cup seeded raisins Pinch salt

Run all through a food chopper and form into balls. Dip balls into melted dipping chocolate and drop on a greased platter.

BUTTERSCOTCH

1 cup corn syrup ½ cup fat
 1 cup brown sugar

Boil together until it will crack in cold water. Pour into a buttered plate.

SUGARLESS QUICK BREADS**TEA BISCUITS**

1½ cups flour ½ teaspoon salt
 ¼ cup barley flour 2 tablespoons fat
 4 teaspoons baking powder ¾ cup milk

Mix and sift dry ingredients. Cut in fat. Add milk gradually. Roll out about ½ inch thick. Mix ½ cup nut meats with ½ cup maple sugar 1 tablespoon melted butter, ⅓ teaspoon cinnamon. Spread sugar mixture lightly over dough. Roll carefully and cut off slices ½ inch thick. Bake in a moderate oven (200 deg. C to 210 deg. C). This makes about 12 biscuits.

DAFFODIL BISCUITS

Use recipe for Tea Biscuits.

Omit sugar mixture and add 2 tablespoons of honeyed orange peel to the soft dough before rolling out. This may be varied by adding 2 tablespoons of crystallized ginger in place of the orange peel and 1 cup of whole wheat in place of 1 cup of white flour.

HONEYED ORANGE PEEL

2 oranges ½ cup strained honey

Boil the peel from 2 oranges in water until it is tender. Remove as much of the white as possible. Cut in ⅛ inch strips with the scissors. Boil ½ cup of strained honey until it reaches 104 deg. C or cook for about 5 minutes. Remove peel and lay on a plate to cool. Cut in small pieces and put in baking powder biscuits.

FIG CRESCENTS

Roll biscuit dough ¼ inch thick. Cut out with a large floured cutter. Spread ½ with filling. Fold over and press together. Pull the straight side until a crescent shape is assumed. Bake in a moderate oven (200 deg. C to 210 deg. C) about 10 to 12 minutes.

FIG FILLING

½ pound figs 1 tablespoon lemon juice (add after
 2 tablespoons corn syrup cooking)
 ⅓ cup boiling water

Wash and dry figs. Chop fine. Mix ingredients in order given and cook until thick enough to spread.

DATE OR RAISIN MUFFINS

2 tablespoons glucose or corn syrup	$\frac{1}{2}$ cup chopped raisins or dates
$\frac{1}{2}$ teaspoon salt	1 egg
4 teaspoons baking powder	1 cup milk
2 cups flour (1 cup white flour, 1 cup rye)	3 tablespoons fat

Mix and sift dry ingredients. Add milk, beaten egg, corn syrup, and floured raisins or dates. Pour into greased muffin tins and bake in a moderate oven (200 deg. C to 210. deg. C) about 20 to 25 minutes. This recipe makes 10 muffins.

COFFEE CAKE

2 cups flour	4 tablespoons corn syrup
$\frac{3}{4}$ cup white, $\frac{1}{2}$ cup corn flour	$\frac{1}{2}$ cup milk
4 tablespoons fat	1 egg, well beaten
4 teaspoons baking powder	$\frac{1}{2}$ teaspoon salt

Mix and sift the dry ingredients. Cut in the fat. Add the corn syrup, milk, and egg. Spread $\frac{3}{4}$ inch thick in a well greased pan. Mix $1\frac{1}{2}$ tablespoons of syrup (either corn or maple) and 1 teaspoon of cinnamon. Spread lightly over the top. Scatter $\frac{1}{2}$ cup chopped peanuts over the syrup. Bake in a moderate oven at first. Raise the temperature to brown the cake. (190 deg. C to 220 deg. C.)

WAR TIME CAKES AND FROSTINGS

MAPLE SYRUP CAKE

$\frac{1}{2}$ cup brown sugar	$\frac{1}{2}$ teaspoon salt
$\frac{1}{2}$ cup fat ($\frac{1}{2}$ butter and $\frac{1}{2}$ vegetable fat)	$\frac{1}{2}$ cup barley flour
2 well beaten eggs	2 teaspoons baking powder
1 cup maple sugar	$\frac{1}{2}$ teaspoon soda
	$\frac{1}{2}$ cup warm water
2 cups flour	

Cream fat and sugar. Add beaten eggs and syrup. Mix and sift dry ingredients. Add dry ingredients and milk alternately to the first mixture. Bake in three layers. Bake in a moderate oven at first and raise the temperature to brown the cake when fully risen. (Oven temperature 185° C to 210° C.)

COCOANUT SPICE CAKE

$3\frac{3}{4}$ cups flour, or $2\frac{3}{4}$ cups white flour, 1 cup rye	1 cup cocoanut
1 teaspoon ginger	$\frac{3}{4}$ cup corn syrup
$\frac{1}{4}$ teaspoon cloves	$1\frac{1}{4}$ cup molasses
1 teaspoon cinnamon	$\frac{3}{4}$ cup boiling water
$\frac{1}{4}$ teaspoon salt	$\frac{1}{2}$ cup fat
1 teaspoon soda	2 eggs

Sift together the flour, spices, salt, and soda. Add the boiling water to the fat, molasses, and corn syrup. Add this liquid gradually to half of the sifted dry ingredients. Beat the eggs; stir into the batter; add the remainder of the dry ingredients and the cocoanut. Half fill muffin cups, well greased, with this mixture. Bake in a moderate oven (185° C to 195° C) for about 25 minutes. This makes about 30 cup cakes.

CHOCOLATE EGGLESS CAKE

1 $\frac{1}{3}$ cups brown sugar	$\frac{1}{2}$ cup cocoa
4 tablespoons fat	1 $\frac{3}{4}$ cups flour
1 cup sour milk	1 cup white flour ($\frac{1}{2}$ cup rice flour)
1 teaspoon soda	1 teaspoon vanilla
$\frac{1}{2}$ teaspoon cream of tartar	

Cream the butter; add the sugar and mix thoroughly. Mix and sift the dry ingredients. Add the dry ingredients and the liquid alternately to the fat mixture. Flavor with vanilla. Bake in a moderate oven (185° C to 195° C) about 20 minutes. This makes a two layer cake.

MAPLE SYRUP FROSTING

1 cup maple syrup	1 white of egg, well beaten
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Boil syrup until it spins a thread (117° C). Beat egg well and pour hot syrup over it, beating constantly with an egg beater. When it begins to thicken, spread on cake. This will frost a three layer cake.

CHOCOLATE FUDGE FROSTING

1 $\frac{1}{2}$ tablespoons fat	$\frac{1}{4}$ cup corn syrup
$\frac{1}{3}$ cup unsweetened powdered cocoa	few grains salt
1 cup brown sugar	$\frac{1}{4}$ cup milk
1 teaspoon gelatin	$\frac{1}{2}$ teaspoon vanilla

Melt fat; add cocoa, brown sugar, corn syrup, salt, milk, and 1 teaspoon gelatin soaked in 1 tablespoon water. Heat to the boiling point and boil from 3 to 5 minutes or until thermometer reaches 113° C. Remove from the fire and beat until creamy. Add vanilla and pour over cake.

MARSHMALLOW FILLING

1 cup brown sugar	White of 1 egg
$\frac{1}{2}$ cup water	Few drops vanilla
1 $\frac{1}{2}$ ounce marshmallows (about 12)	

Cook sugar and water without stirring until it reaches the thread stage (112° C). Add syrup slowly to the beaten white. Add marshmallows cut in pieces. Beat mixture until cool enough to spread. Add flavoring.

E—SPECIAL RECIPES FOR VEGETABLES

Eat All the Potatoes You Want

Eat them three times a day. Serve them baked, boiled, riced, mashed, warmed over, creamed, with fish, and in soups. Use them in making pancakes, bread, rolls, and biscuits. Use them to take the place of part of the wheat bread. Never waste them. Their starch and mineral content is valuable.

Learn to Use Beans

Soy Beans

Navy Beans

Lima Beans

Make bean soup, baked beans, succotash, bean loaf or roast, bean purees.

Baked Soy Beans

1½ cups yellow soy beans
½ cup navy beans
⅓ cup sugar
¼ teaspoonful mustard
1 small onion
¼ pound salt pork

Soak beans 12 hours, put in baking dish in which the salt pork, onion, sugar and mustard have been placed. Cover with cold water and cook in a slow oven at least 12 hours

Lima Bean Roast

1 pint dried Lima beans
½ pint peanuts
½ pint stale bread crumbs
1 teaspoonful onion juice
1 teaspoonful salt
Pepper

Soak beans 12 hours. Cover with water and boil until tender. Press through colander. Put peanuts through colander. Mix with bean pulp

Put the Peanut on Your Table

Peanuts are a valuable food. They contain as much protein as beans. They are comparatively cheap. Learn to use them.

Peanut Soup

1½ pint peanuts
3 quarts water
1 bay leaf
½ cup celery
1 slice onion
1 quart milk
Soak peanuts overnight in 2 quarts of water; in the morning, drain, add remaining water, bay leaf,

celery, and onion; boil this slowly 4 or 5 hours stirring frequently to prevent burning, or boil 15 minutes and place in fireless cooker over night. Rub through sieve and return to fire. When again hot add the milk and let soup boil up; then season and serve

Peanut Loaf

1 cup roasted peanuts
2 cups bread crumbs
¼ cup melted fat
½ teaspoonful onion juice
1 egg
½ teaspoonful salt
¼ teaspoonful pepper
Milk
To the peanuts, bread crumbs, melted fat, beaten egg, onion juice,

salt and pepper, add enough milk to make a moist loaf. Add more seasoning if desired. Put into a greased tin or mold, bake for one hour in a moderate oven, covering the first half of the time. Turn out on a hot dish, sprinkle with chopped peanuts and serve with brown sauce.

F—FOOD FOR THE CHILDREN

Give the children their chance. They ought to have it and you want to give it to them. They must have the right food.

Think how fast the child grows. The new muscles and bones and all the other parts of the body are made from the food which the child eats.

Give him clean, wholesome, simply cooked food—plenty of milk, cereals, vegetables, fruit, and egg or some meat occasionally.

Wrong food—too little, too much, or wrong kinds—hurts the child's chance of being the strong, healthy boy or girl you want.

Right food—may mean:

Strong Bodies

Good Brains

Rosy Cheeks

Bright Eyes

Help your child to grow big and strong.

Here's Good Food for the Youngsters

Milk and plenty of it, makes them grow—a quart each day if you can. Put it on their cereal and in their cups. Make it into soups, puddings, or custards. Try the recipes on page 71 and watch them smile.

Whole milk is best, of course, but skim milk is good if there is a little butter in their meals. Cottage cheese is good, too.

No coffee or tea—not even a taste. Leave them for the grownups. Milk, cocoa, not too strong, and fruit juices are the drinks for children, and plenty of water always.

Fruit they enjoy, and they need it, too—baked apples, apple sauce, thoroughly ripe bananas, prunes, oranges, etc. Give them vegetables fresh or canned. Plenty of fruits and vegetables tend to prevent constipation. Use proper food and do not depend upon laxatives.

Other foods children need: (1) Whole wheat bread, not too fresh, corn bread, well-cooked oatmeal, corn meal, rice; they help make strong boys and girls. (2) Some fats, butter or margarine or meat fats on their bread or in gravies. (3) An egg, perhaps, particularly if they don't get their full quart of milk; or they can have a little meat or fish, but they do not need much of this kind of food.

Sweets are good for them—the right ones at the right time. Dates, raisins, stewed fruits, simple puddings, sugar cookies, are better than candy. Give them at meal times.

Between meals let them have bread and butter, a cracker, or fruit. These won't spoil the appetite, and candy will.

WELL-PLANNED MEALS FOR CHILDREN

Here are two sets of the right kind for your youngster. Grown people will like them too. If sometimes these seem too much work, bread and milk alone will make a good meal.

Breakfast

No. 1

Apple sauce.
Oatmeal with milk.
Milk to drink.

No. 2

Stewed prunes.
Cocoa (weak).
Toast and butter.

Dinner

No. 1

Stew, with carrots, potatoes, and a little meat.
Whole wheat bread.
Creamy rice pudding.
Milk to drink.

No. 2

Fish, with white sauce.
Spinach or any greens.
Corn bread.
Milk to drink.

Supper

No. 1

Cream of bean soup.
Crackers and jam.
Milk.

No. 2

Baked potato.
Apple Betty.
Milk.

GOOD DISHES FOR CHILDREN

These dishes are good for children and grown-ups too.

The recipes provide enough for a family of five.

MILK-VEGETABLE SOUPS

1 quart milk (skim milk may be used)	2 cups thoroughly cooked vegetable finely chopped, mashed, or put through a sieve
2½ tablespoons flour	
2 tablespoons butter or margarine or other fat	Spinach, peas, beans, potatoes, celery or asparagus make good soups
1 teaspoon salt	

Stir flour into melted fat and mix with the cold milk. Add the cooked vegetable and stir over the fire until thickened. If soup is too thick, add a little water or milk.

RICE PUDDING

1 quart milk	½ teaspoon salt
⅓ cup rice	⅛ teaspoon ground nutmeg or cinnamon
⅓ cup sugar	
½ cup raisins or chopped dates	

Wash the rice, mix all together, and bake three hours in a very slow oven, stirring now and then at first. This may be made on top of the stove in a double boiler, or in a fireless cooker. Any coarse cereal may be used in place of rice.

For more suggestions, send to the U. S. Department of Agriculture for Farmers' Bulletin 717, "Food for Young Children." It tells more about feeding children and the reasons why right food is so important. It shows every mother how to give her children their chance in life.

PART TWO

THE HOME GARDEN



THIS GIRL DID HER BIT

She raised over fifty dollars' worth of vegetables in a plot 50 ft. by 50 ft.

Can't you do as well?

THE VOLUNTEER WAR GARDEN ARMY

(A Summons to Young America, by President Wilson)

Every boy and girl who really sees what the home garden may mean will, I am sure, enter into the purpose with high spirit because I am sure they would all like to feel that they are in fact fighting in France by joining the home garden army.

They know that America has undertaken to send meat and flour and wheat and other foods for the support of the soldiers who are doing the fighting, for the men and women who are making the munitions, and for the boys and girls of western Europe, and that we must also feed ourselves while carrying on this war.

The movement to establish gardens, therefore, and to have the children work in them is just as real and patriotic an effort as the building of ships or the firing of cannon. I hope that this spring every school will have a regiment in the volunteer war garden army.

WHY YOU SHOULD RAISE A HOME GARDEN

There are at least five reasons why every American boy or girl who can, should raise a home garden:

- (1) As the preceding lessons in this book have shown you, the food supply for us and our Allies is insufficient. Your back yard can help make it sufficient. *Don't let your yard be a slacker.*
- (2) Our railroads are greatly overcrowded carrying war supplies. Every pound of food that is brought to **you** from some other part of the country takes space in a freight car that might be used for munitions of war. *It doesn't take any freight cars to carry vegetables from your backyard garden to your kitchen.* Help lighten the load that our railroads must carry.
- (3) The vegetables you grow yourself will reach your table fresher and with finer flavor than any you can buy. *If you have never eaten home-grown vegetables, raise a backyard garden and give yourself and your family a treat.*
- (4) It costs money to buy vegetables; why not save it? A garden 25x40 feet if carefully tended will produce most of the vegetables needed for a family of four or five people for several months. Such a garden will save your family many dollars. *Your country needs those dollars! Loan them to the government, by investing them in War-Savings Stamps (see page 105) or Liberty Bonds.*
- (5) Gardening is one part hard work (which is just as good exercise as baseball) and two parts fun. *Start your garden with hope, enthusiasm, and determination; you will end in success, pleasure, and patriotic service.*

Somebody has to raise everything you eat.

Why not be Somebody?

GENERAL SUGGESTIONS

When you have decided that you will have a home garden there are several problems that you will need to consider carefully if your efforts are to succeed.

Location and Size of Plot

A well drained, light, fertile soil, slightly sloping to the south or west is to be preferred for a garden. However, if you cannot get just what you want, make the best choice of what is offered you.

If you live on a farm, your home garden should be located as near the house as possible on land offering the best kind of soil and drainage conditions. A field 20 to 30 rods from the house is generally best for all purposes. Such a garden gives plenty of room and permits long rows with space enough between them so that farm tools and teams may be used.

If you live in a town or city, your home garden must often be located in the back yard or on a vacant lot. In many cases the owner of the lot is glad to have it used without charge, because gardening keeps down weeds and changes an unsightly lot into an attractive spot in the community. Avoid much shade and hard, infertile soil. Do not choose a spot where the garden will be tramped upon or where the drainage is bad. But if poor ground is the only thing you can get, it may be made productive by the addition of good fertilizing material, by thorough preparation of the soil where you plant the seeds and by frequent hoeing after the plants appear.

The size of the plot is a matter of great importance. If you have never had experience in gardening, do not make the mistake of laying out too large a plot. A garden 25x40 feet if carefully tended will produce sufficient vegetables for a small family, and will not require a discouraging amount of work.

Fertilizing the Soil

If the soil is not rich, fertilize with well rotted barn-yard manure or other needed fertilizing material, working it in well. While it is best to apply this in the fall, it may be applied in the spring. Avoid strawy material or any but well rotted manure. Remove brickbats, ashes, or anything else which will not make a fine, mellow, fertile bed for the seeds. In some city or town home gardens it may be necessary to spread several inches of good, rich black dirt on the plot.

Preparing the Seed Bed

The preparation of the seed bed (the soil into which the seeds are to be placed) is very important. Vegetables must have a loose, fertile soil, well pulverized, deep enough so that their roots may go down easily for plant food so that they may develop rapidly every day during the growing season. A poorly prepared seed bed can never be made right after the seeds are planted. Poorly prepared seed beds grow stunted, tough, ill-flavored vegetables.

If your garden is to be plowed, first remove all trash, then distribute the fertilizing material evenly. Make sure that the ground is well plowed and harrowed when dry enough so that it will not become lumpy and hard later.

If your garden is not one that is to be plowed, spading, if thoroughly done, will prepare the soil satisfactorily. Spade deeply enough to make a fine, mellow seed bed.

But the soil for the garden can hardly ever be made fine enough by spading alone. In most cases the soil for the seed bed should be smoothed and pulverized more by the use of the hand rake. The surface of the soil should be pulverized to a depth of several inches. It should be uniform and free from lumps. All stones and trash should be removed. The smaller the seed the finer the seed bed must be, although all of our vegetable seed require a well prepared seed bed and a surface which is smooth and fine.

Do not raise the seed bed above the common level unless your garden is in a very wet place which needs drainage. The raised seed bed allows the soil to dry out, which is generally just what we do not want, especially during the hot months when vegetables grow rapidly and need plenty of moisture.

The Best Vegetables to Grow

As soon as the size of the garden has been determined, make a list of the vegetables you want to plant. Select only a few of the most important vegetables and do not try to grow too many varieties. A large number of varieties are rarely ever profitable and they are hard to grow. Do not select uncommon varieties. Select the varieties which grow and sell well and which may be canned for winter use.

As a rule, only five or six of the most important vegetables should be grown. Several early crops should be grown. The following vegetables are suggested for early planting before the time arrives to plant tomatoes: onion sets, radishes, lettuce beets, early bush peas, and early bush beans.

The onion sets, lettuce, peas, and radishes can be planted just as early as the ground can be plowed and properly prepared.

The beets should be planted about a week later than the radishes, while the bush beans must not be planted until all danger of frost is past. The beans are tender plants and will freeze easily while the onions, radishes, peas, lettuce, and beets are hearty plants and can stand a little frost.

The tomatoes must not be planted until later in the season. They are tender plants and do not like cold.

Don't waste space and energy by growing crops that take large areas. All of the space in a *small* garden is too valuable to plant any of it to potatoes and vine crops. If you have time to plant and care for such space-consuming crops, try to get the use of a vacant lot on which to grow them.

Make a Plan of Your Garden

Measure your lot and then plan your garden on paper. In making the plan first take care of the winter vegetables; the summer vegetables will take care of themselves. Plan to make every foot of the garden produce the maximum by growing vegetables that ripen quickly between the rows of crops that are slower in growth and in the rows to be devoted to late-planted vegetables.

Study the garden plan on page 79 and follow it as a model. Locate the permanent crops first and then work in the temporary ones. The permanent crops to grow for the winter supply are beets, late cabbage, carrots, onions, parsnips, rutabagas, turnips, tomatoes, and possibly celery, beans and salsify.

Plant Good Seed

One of the essentials of a good garden is good seed. It does not pay to plant inferior seeds. Buy only from a reliable dealer or secure seed grown in the neighborhood by some reliable person, even though you may have to pay a little more for it. When you have grown a good variety, save your own seed for the next year.

15" 9"	.....	STRING BEANS	.....
18" 18"	.....	EARLY TURNIPS.....AND LATE.....TOMATOES	.....
18" 18"	.....	PEAS	.....
18" 18"	.....	EARLY TURNIPS.....AND LATE.....TOMATOES	.....
18" 18"	.....	PEAS	.....
12" 12"	.....	SPINACH OR LETTUCE AND LATE TOMATOES	.....
12" 12"	.....	FIRST SEEDING LETTUCE OR LETTUCE PLANTS	.....
12" 12"	.....	SECOND SEEDING LETTUCE	.....
12" 12"	.....	*ONION SETS {	PLANT 2 INCHES APART.....
12" 12"	.....		PULL ALTERNATE ONES AND USE.....
18" 18"	.....		AS GREEN ONIONS.....
18" 18"	.....	BEETS	.....
18" 18"	.....	BEETS	.....
18" 18"	.....	CARROTS	.....
18" 18"	.....	CARROTS	.....
18" 18"	.....	CARROTS	.....
18" 18"	.....	PARSNIPS	.....
18" 18"	.....	PARSNIPS	.....
24" 24"	.....	SALSIFY.....BEETS.....OR.....CARROTS	.....
18" 18"	.....	FIRST RADISH.....CELERY.....SPINACH	.....
18" 18"	.....	17 EARLY CABBAGES 18 INCHES APART	.....
24" 24"	.....	SECOND RADISH.....CELERY.....THIRD RADISH	.....
24" 24"	.....	EARLY PEAS.....CABBAGE.....	(Set plants 2 ft. apart)
24" 24"	.....	EARLY PEAS.....CABBAGE.....	(Set plants 2 ft. apart)
12" 12"	.....	BEANS	.....
12" 12"	.....	TURNIPS	.....
12" 12"	.....	BEANS	.....
12" 12"	.....	TURNIPS.....WINTER RADISH.....ICICLE RADISH	.....

25 '0"

*Or seed.

Planting

Amount of seed necessary for a 100-ft. row:

Beans:	Carrots, $\frac{1}{2}$ oz.	Potatoes, 1 pk.
Green, 1 pt.	Corn (sweet), 1 pt.	Pumpkins, $\frac{1}{4}$ oz.
Lima, 1 pt.	Cucumbers, $\frac{1}{2}$ oz.	Squash (winter), $\frac{1}{2}$
Snap, 1 pt.	Lettuce, $\frac{1}{4}$ oz.	oz.
Wax, 1 pt.	Onion Sets, 1 qt.	Tomatoes, 2 doz.
Beets, 1 oz.	Parsnips, 1 oz.	plants.
Cabbage, $\frac{1}{4}$ oz., or	Peas, 1 pt.	
buy plants.		

Most vegetables should be planted as early in April as the conditions of soil and weather will permit. This will vary with different vegetables according to whether they are hardy or tender.

Plan to make several plantings of peas, radishes, lettuce, sweet-corn, and other vegetables desired for continuous fresh successive crops. These plantings may be made every few weeks. Some of the early plantings will be harvested soon enough to give room for planting later vegetables, thus allowing, two, three, or more crops on the same ground during the season.

Beans, melons, cucumbers, squashes, eggplants, peppers, corn, and tomatoes are tender and generally should not be planted out of doors before May 1-15 or even later. One can secure early cabbage, tomatoes, and cauliflower by planting the seed in a box indoors, or in a hot-bed, and transplanting to the garden when the ground becomes warm. Melon seeds can be planted in the house in pasteboard boxes, or strawberry boxes, during March. The boxes can be torn away and the little vines may be planted in the open very successfully. Thus early melons can be secured.

Be careful not to cover seeds too deep. Plant most garden seeds within one-half inch of the surface. Corn, beans, peas, and melons may be covered two inches. Potatoes generally do best when planted three or four inches deep.

Before planting mark off the rows straight and even. For a small garden, use a piece of twine and small stakes.

Cover the seeds with only fine, mellow, moist earth. Keep dry clods and trashy material away from them.

Whether the planting be done in a large garden with a garden drill, or in a small garden by hand, be sure to press the moist, loose soil firmly about the seed. You can do this easily by pressing gently on the seeds after they are covered.

Unless you know how the little seedling plants look when they first appear, you may destroy some of them when you hoe, or pull them out when first weeding the garden by hand. Observe plants, find pictures and descriptions and ask other people until you learn just how each little plant looks. Great care must be exercised the first time you hoe or weed your garden to prevent covering the plants, pulling them up or cutting them off with the hoe. Avoid crippling any of them. Give every plant a fair chance to grow. If the plants are too thick in some places pull out or cut off the weakest looking of them without disturbing the others more than necessary.

Cultivating or Hoeing

Keep the garden free from weeds at all times. It pays. Keep the top soil mellow, so as to prevent crusting. It is best to cultivate about every week during the growing season. Continue cultivating through June and July or as late as plants continue growing. Moisture will be kept in the ground for the use of the plants and plants will grow rapidly all the time, the yield will be large, and everything will be crisp and tender.

It is best not to cultivate when the ground is wet. When there are no weeds or when the weeds are small, a garden rake is an excellent tool with which to cultivate. But if the ground gets hard on top, or weedy, it may be necessary to use a hoe.

Stick to the Task.

Make the best use of everything connected with your work and no matter how many failures and discouragements come, show the true American spirit by sticking to it until you accomplish something definite. Keep cheerful, work patiently and carefully, profit by your mistakes and misfortunes, and keep at it until you succeed. This is the spirit that will help American boys and girls to take an active part in the great army of Service.

SOME GARDEN DON'TS

Don't sprinkle your garden. Water it once a week if necessary.

Don't let the weeds get a start.

Don't permit the surface soil to become compact or lumpy.

Don't hoe the soil when it is too moist.

Don't let the "bugs" get your plants. This means you must watch plants closely.

Don't waste your time planting lettuce, peas, turnips, spinach, and other "cool" crops during hot weather.

Don't try to cultivate too much land, especially if it is sod. Intensive work on a small area usually gives better returns than the same amount put on a large area.

Don't procrastinate. "A stitch in time saves nine" in gardening.

Don't slight the hoeing. Hoeing is one of the chief elements of success in garden.

Don't experiment. Use only standard vegetables, proved varieties and established methods. This is no time for experiments.

Don't quit. You, your family, and your country will be the losers if you do.

Questions and Suggestions

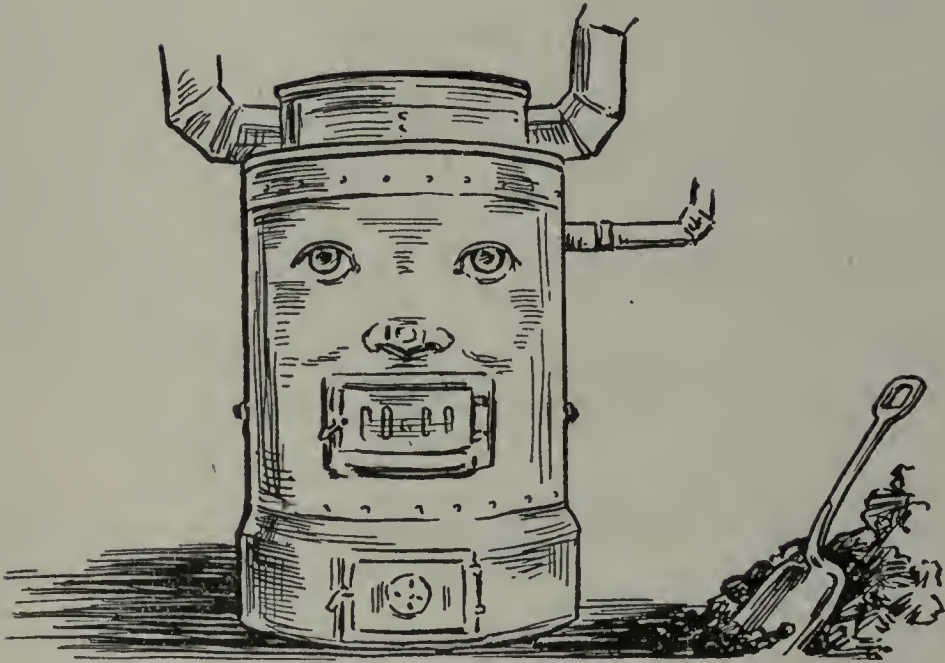
1. Mention some reasons why you should obey the summons of President Wilson given on page 74.
2. If most of the 22,000,000 American school children should raise home gardens, how many dollars' worth of food might be raised?
3. What are some of the things you would need to consider carefully before you plant your garden?
4. Look over the list of Garden Bulletins on page 125 and send for the ones you think will help you most.

PART THREE

SAVING FUEL

PART THREE

SAVING FUEL



I am your friend, the American Furnace. Every year I eat almost 100 million tons of coal. Treat me well and I will pay you by keeping you warm; treat me carelessly and I will waste your coal and your money.

I am like a horse, for I must be fed properly, if I am to do my work well.

I am also like a child, for I must be clothed properly. Cover my sides and pipes with a close-fitting suit of asbestos.

Save a shovel of coal a day.

Two shovels will be still better.

A WARNING FROM THE FUEL ADMINISTRATOR

Dr. Garfield warns us:

“It is the duty of every American to save coal this winter. If every family will save a ton of coal; if every industrial plant will save 10% of the coal it now wastes, the coal problem will be largely solved. If every family will reduce the temperature of its house at least five degrees it will mean that millions of tons of coal will be saved and the health of the Nation greatly improved.”

We use almost 100 million tons of coal each year for heating our houses. It is estimated that 10 per cent of this coal could be saved by proper care of furnaces and by economy in the use of gas and electricity. Such a saving would mean:

1. Warmer homes for your neighbor who now cannot get enough coal;
2. Less burden on the railroads that carry coal, thus setting free cars to transport soldiers and munitions;
3. One hundred millions of dollars saved for helping win the war;
4. Thousands of miners could be spared to work in war employment.

Will you help save a ton of coal a year in your house? These pages tell how to get the greatest amount of heat from the smallest amount of coal. By following these rules you can prove your loyalty.

Hard coal costs \$200 a ton in Italy. We can't afford to waste it in this country.

Is a ton of coal wasted in your house each year?

HOW TO SAVE COAL IN YOUR FURNACE

The following rules will help save coal for your country and dollars for you.

RULES FOR USING SOFT COAL

1. Thoroughly clean flues and passages of boiler or furnace at least once a day. The heat from the coal fire should come directly to the sides of the heater and pipes. If they are allowed to become covered with a layer of soot, the heat will not reach the metal, but will go up the chimney and be lost. Soot is an almost perfect heat "insulator," that is, it does not allow heat to pass through it. To remove soot, brush out the inside surface of boiler thoroughly, wherever a collection has begun to form. One-eighth inch of soot on boiler surfaces reduces transfer of heat 25 per cent.

2. Hot water plants should have water renewed in fall before starting heating season.

3. Clean soot from base of chimney and smokepipe once a year. If they are clogged with soot, much heat is wasted.

Method of Firing

1. Fire (put on coal) often and lightly, keeping grates fully covered.

2. Do not spoil the fire by stirring it around or mixing it up.

3. Use poker under fire bed on top of grates, lifting only enough to break or crack open the mass. Keep fire free from clinkers.

4. Don't smother the fire by packing a thick coat of fresh coal over all the burning service. *A fire needs fresh air as much as you do.*

5. Use the smaller prepared sizes of coal if possible. If you cannot get the small coal, break the large coal into small lumps. Wet all soft coal thoroughly before firing. This makes a hotter fire and keeps it from burning out too quickly.

6. The best way to fire round boilers or furnaces is to get the house warm by firing lightly and often. When the house is comfortably warm (not above 68°) fill the fire pot full of wet coal. Next take a piece of pipe or broomstick and poke a hole down through the fuel bed to the grate. Carefully withdraw and leave hole in fuel bed. Check off the draft so that it will not burn too rapidly. This hole soon will carry a large

blue flame, which is gas driven off from the fresh coal. If this method is followed, the gas will not be lost up the chimney.

Ashes

1. Don't shake grate violently. It wastes coal.
2. Never allow ashes to collect below the grate. Ashes reflect the heat, burning and warping the grate. Moreover, if ashes are banked up under the grate they prevent circulation of the air necessary for a good fire.
3. Keep ash pit clean. Remove ashes from last shaking before shaking again.

Draft

1. Be sure your chimney is large enough, high enough, and absolutely tight. If in doubt, consult an expert. This may cost a few dollars, but it may save a ton of coal or more each year. The saving of money will benefit you; the saving of coal will benefit our country.

2. Do not allow any other pipes to be connected to the heating chimney except those of the heating boiler or furnace. The draft may be spoiled by such connections.

3. Regulation of draft is very important in saving coal and should be attended to at once by an experienced man. If you cannot regulate your draft, be sure to call for assistance.

4. The draft to ash pit should not be open any more than necessary to keep the desired temperature.

5. Do not open ash pit door to increase draft. Use the draft damper under grate provided for this purpose.

6. Check draft must not be open unless draft damper under grate is closed.

RULES FOR USING HARD COAL

1. Thoroughly clean flues and passages of boiler or furnace at least once every week.

2. Clean base of chimney in same manner as explained for soft coal.

Method of Firing

1. In using anthracite coal a bright fire should always be kept if you wish heat. In building up a fire put on a small quantity often, keeping a good draft until the fire pot is full to the center of the fire door. Draft then can be checked to hold the heat desired.

2. A hard coal fire should never be disturbed by stirring or breaking up with a poker.

3. Remove clinkers, if any, through grate or clinker door.

4. Use size of coal recommended by maker of boiler or furnace. Don't wet hard coal.

Ashes

Rules same as for soft coal.

Draft

Rules same as for soft coal.

GENERAL SUGGESTIONS

1. Cover boiler and pipes with asbestos or other insulation so that the heat will reach your rooms instead of being wasted in your cellar. Also weather strip your windows and doors, or stuff cracks with cotton. *Allowing warm air to escape through these cracks is like throwing coal out of the window.*

2. Keep your room at 68 degrees (best heat for health). If you are moving about in the room, even a lower temperature will be sufficient.

3. Heat only the rooms you use all the time. It isn't necessary to have every room in the house heated. Most people would be healthier if they slept in cold bedrooms. *Close off all spare rooms.*

4. Close bedroom doors when windows are open and shut off radiator or shut register.

5. When any room is kept at a lower temperature than other rooms keep door closed.

6. In very cold weather, if windows are open, protect hot water radiator by throwing a blanket or rug over it. Radiator may then be shut off without fear of freezing.

7. Use hot water sparingly, as every gallon of hot water wasted means loss of coal.

8. To supplement your furnace in severe weather, or to take the place of the furnace in milder weather, burn wood in an open grate if your house contains one. The wood may not be cheaper, but it does not usually need to be transported from great distances. Remember, that every freight car that is hauling things for *your use* would be doing a better war service if it were hauling things for *our soldiers' use*.

9. *During spring and summer months lay in your supply of coal for the winter.*

SOME DON'TS

Don't waste gas or electricity. It takes coal to make them.

Don't forget that a fireless cooker saves fuel.

Don't take unnecessary train rides. Fewer passengers mean fewer cars. Fewer cars mean less coal.

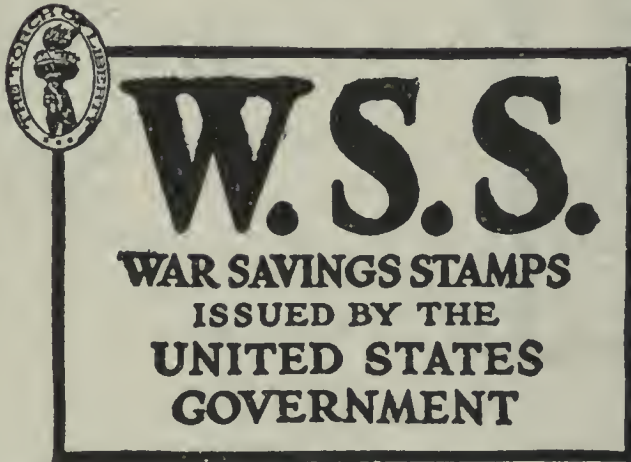
Don't grumble if your house is a few degrees cooler than you would like it to be. Put on a sweater, and remember that the boys in khaki can't keep the trenches at a temperature of 70 degrees.

Questions and Exercises

1. Mention some ways in which the furnace must be cared for to do its work properly.
2. Why must America conserve on her coal supply? Suggest some ways a family may save at least a ton a year.
3. What is the best temperature for health? The customary temperature?
4. When should the winter's supply of coal be bought? Why?
5. Why must we be careful to waste no gas or electricity?

PART FOUR

THRIFT



PART FOUR

THRIFT



Have you enlisted in the
ARMY OF SAVERS?

Buy
War
Savings
Stamps

Save Money and You Save Lives

“Your first duty in this critical time is to economize; to avoid waste; to place all your available resources at the disposal of the Government.”

W. G. McADOO

No Amount is Too Small
To Lend to Your Government

A MESSAGE FROM MR. McADOO

(Secretary of the Treasury)

Nations have their childhood and their days of hard lessons just as children do. One hundred and forty years ago when the first American Army marched to battle, our Nation was younger among Nations than you are among your fathers, your mothers, and their friends. Our Army had drummer boys in those days, real boys of 10 and 12, who marched as bravely and as proudly into cannon fire as their great chief, General Washington, himself. Our Nation had little girls, who laughed and cheered and loaded muskets for their fathers, who fired through loop holes in their cabin homes, when the painted Indians charged to the very doors. Where many school houses stand today American boys and girls may have helped to fight and to defeat the enemy, when our Nation, too, was young.



W. G. MCADOO

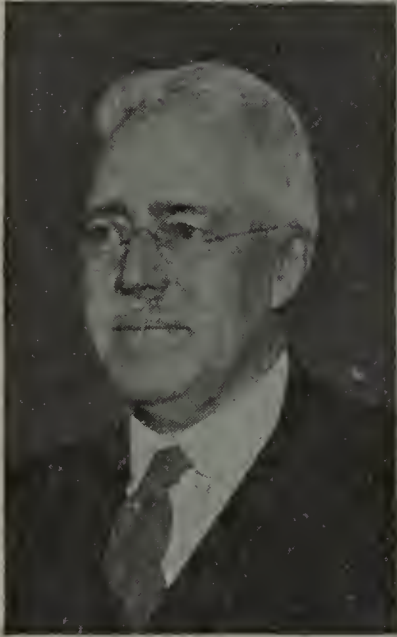
We are in the greatest war of the world's history and we must win this war. We can and we shall win, if the boys and girls of America say so, and mean it, and feel it, and live it, as the boys and girls of '76 lived and felt and helped.

The Nation needs that sort of boys and girls today. Not to beat our drums, nor to load our muskets, but to start a great work which must be done. It is the part of boys and girls today to give an example of self-denial and sacrifice, to teach fathers and mothers, to teach the grown people of the Nation, that we still have in every young heart the spirit of '76, when boys led our soldiers into battle and girls fought beside their fathers at the cabin walls. The lesson is "Thrift"—saving to the point of sacrifice,—self-denial of everything unnecessary. If every boy and girl says at home tonight, "I will fight in this war," "I will save every penny and loan it to my government to help save the lives of the big brothers of America," "I will try to teach every American I see to do the same"—then 20,000,000 homes, the homes of all America, will be filled with the spirit of '76, the spirit of the drummer boys, of the brave girls of those days. America will win again, as it has always won, through the splendid strength, courage, and sacrifice in the hearts of youth, that today will teach the Nation the lesson of saving and serving which it must and will learn, through the message which its school children will carry home.

Through saving your pennies, nickels, dimes, quarters, and buying thrift stamps and then war-savings certificates, you will help your country and its gallant armies to win the war.

I know you will help.

A MESSAGE FROM MR. VANDERLIP

(National Chairman, War Savings Committee)

FRANK VANDERLIP

President Wilson has said, "If this country can learn something about saving it will be worth the cost of the war; I mean the literal cost of it in money and resources."

The War-Savings Plan of the United States Government is the logical outgrowth of the President's statement. Under the direction of the Secretary of the Treasury, William G. McAdoo, this plan, now in operation, offers to every individual in the country the opportunity to lend a hand in the winning of this war; it enables every soul in the Nation to make his patriotism count. I do not question for a minute that there is an enormous and splendidly eager army of small savers ready to come forward and do their part in this great cause.

Our per capita savings in the United States are now estimated at \$50. In Denmark and Norway the per capita savings are \$70, in Switzerland \$86, in Australia \$91, and in New Zealand \$98.

It is apparent, therefore, that we in this country have only started to save. We are getting the highest wages in the world and have had the best opportunity in the world to save, but, unfortunately, we have been extravagant and inclined toward improvident living. It is not a difficult matter to save if we realize that by saving we are helping those who are undergoing indescribable hardship and discomfort and risking their lives every day for us and for our country's sake.

There is in this country only a certain supply of coal, wood, iron, food, clothes, etc. Our normal demand consumes nearly all of that supply. Now comes the war with a gigantic extra demand. The supply cannot meet both our regular demand and the war demand in full. Therefore, one must be cut down. The war demand cannot be cut down because we, the people, must furnish in lavish abundance those things necessary to winning the war.

The person, therefore, who buys an unnecessary thing, however small the cost, and no matter how well able he is to pay for it, is competing with the Government for the labor used in producing it and this labor is taken away from the great task of producing necessary goods.

No one should dare to say that he has the right to spend his money as he chooses when the liberties of the world are threatened. No one should dare when only the very highest efficiency in money, man-power, and materials can in this great emergency make the world safe against Prussian autocracy.

THRIFT—WHY WE MUST PRACTICE THRIFT

If you are really a patriotic boy or girl, man or woman; if you really want to *help win the war*, it will not be necessary to urge you to do your part. You will ask yourself every day, "What have I done today to help my country?" "Have I done all that it is possible for me to do?" "What should I do tomorrow?" You must not merely ask yourself these questions; you must be proud of what you have done and what you expect to do.

The Great Cost of the War

Do you know that Congress has appropriated 19 billion dollars since April, 1917, for the purpose of paying the expenses of this war during the first year? Do you know what a billion dollars is? It is such a large amount that no one can imagine how much it is. Possibly you can understand it a little better if you know that all of the money spent by our Government from its beginning down through all of its wars, through all of its days of peace; all that it has spent for the Panama Canal, for the construction of public buildings; every expenditure it has made from the first days down to the beginning of this war, during nearly 130 years, amounts to a little more than 26 billion dollars. *Yet we are going to spend 19 billion dollars in one year to carry on the war.*

Think for a moment of the many reasons why our Government must have all of these billions of dollars if we are to win the war. Our soldiers and sailors need good food and clothing, guns and ammunition, boats to carry them and their supplies across the ocean, and doctors, nurses, and medicines to bring them back to health should they be wounded. To give them all these things the United States must have a large amount of money, for money is needed to pay the wages of millions of people working in America's great factories where the clothing, guns, ammunition, and other supplies are made for the army, and in our ship yards, where the great battleships, cruisers, and destroyers are being built for the Navy. There, too, the large ocean-going vessels that are needed to carry our troops and their supplies to the fighting line are being constructed.

We now (March, 1918) have about 2,000,000 men under arms. The private soldier is paid \$30 a month. The officers receive more. You will see from this that at \$30 a month it is costing the Government 60 million dollars a month or 720 million dollars a year to pay these men. Of course, when the extra amount is added to pay the officers the yearly cost is over a billion dollars. Keep in mind that this is for *salaries only*. During the next few months there will be hundreds of thousands of other men placed under arms and their salaries will increase this part of the Government's expenses. In connection with salaries you must also remember that the Government is employing tens of thousands of people in offices at Washington and in towns and cities all over the country. Are there any people in your town or city who are employed by the Government to do work made necessary by the war? How many are there? How much do you think their services cost the Government each year?

Perhaps it will help you to get a clearer idea of the great expense of a war if you estimate the answers to the following questions. After you have done this, list and estimate other war costs.

1. How many cantonments and training stations have been built in the United States since April, 1917? Estimate the cost of all of them.

2. Locate these cantonments and training stations on a map and indicate the states from which the men were drawn for each. Who pays the railroad fare of a soldier when he is asked to report for service?

3. About how much do you think it would cost the Government to transport 40,000 soldiers from California to New York?

4. How much does a large battleship cost? A destroyer? A merchant vessel?

5. What is the cost of a large cannon? A shell for such a cannon? A torpedo? An airplane?

6. It costs about 40 cents a day to feed a soldier or sailor while he is in the United States. (It costs much more when he is in Europe.) How much does it cost the Government each day to feed 2,000,000 men? How much does it cost in a year?

You will no doubt be interested in the following table which shows in a more detailed way how the vast sums are being spent. It shows the cost of equipping an infantryman for service in France. Bear in mind that it is only the cost of one complete equipment and does not represent the cost of *keeping* the soldier equipped. Much of his equipment wears out rapidly.

One bed sack	\$ 0.89
Three woolen blankets	18.75
One waist belt	.25
Two pairs wool breeches.....	8.90
Two wool service coats.....	15.20
One hat cord	.08
Three pairs summer drawers.....	1.50
One pair wool gloves.....	.61
Three pairs winter drawers.....	3.88
One service hat	1.70
Two pairs extra shoe laces.....	.05
Two pairs canvas leggings.....	1.05
Two flannel shirts	7.28
Two pairs shoes	10.20
Two pairs wool stockings.....	1.50
Four identification tags	.02
Four summer undershirts	1.50
Four winter undershirts	4.88
One overcoat	14.92
Five shelter-tent pins	.20
One shelter-tent pole	.26
One poncho	3.55
One shelter tent	2.95
Eating utensils	7.73
Fighting equipment	47.36
Total	\$155.21

Save Goods and Services

It must be clear to you by this time that the Government needs large sums of money, almost as much as it has spent in its entire history. But it must be equally clear that this money will be spent for *goods* and *services*. The war is taking millions of men from occupations on the farms and in the shops here at home where they *produced* goods that furnished many of our necessities, comforts, and luxuries, and is sending them to the battle fronts where they can not produce goods, but must depend on those of us who remain at home to make up this great shortage in service. Millions of people are now at work, some of our factories are running day and night

producing and manufacturing the food, wool, cotton, linen, clothing, leather, chemicals to make explosives, and the steel to make the arms and shells. With these millions of men gone, with still more millions of people at home changing their occupations in an effort to supply the new demands, do you think we can hope to win the war if we continue to spend our money for the same things and as many of them as before the war? Do you not see that if we do, we are paying for services rendered *us* and not the Government? You surely know that a man can't work on a pair of shoes for you and make a pair for a soldier at the same time. But if you are careless with your shoes, throw them away sooner than is necessary, and buy a new pair, you are making some man work for *you* when he might be working for the Government. You are buying that man's services. Just to the extent that you do this you are competing with your Government. Suppose that 5,000 men have been kept busy all of the time in the past manufacturing shoes for the people in a certain large section of our country. Now suppose that instead of wearing out a pair of shoes every six months, each of these persons, by being more careful, by having necessary repairs made at the proper time, and by being willing to wear his shoes even after they do look a little shabby, would wear his shoes two months longer. Do you see what would happen? The 5,000 shoe workmen could work these two months on shoes for the soldiers and sailors. The same thing is true of all kinds of clothing.

Today, when our boys at the front are fighting and are depending on us to furnish the services and goods necessary for their best protection and equipment; when the World War is as much a test of labor and materials as it is of fighting men, who is the loyal American, the person who spends his money buying the services necessary to keep himself or herself always dressed in the latest style, in band-box appearance, in such a way as to meet the approval of the "smart set," or the one who saves services and goods which the Government may use by buying fewer dresses and suits, by taking good care of those he does buy, by wearing them as long as possible, even if they are somewhat out of date and shabby? In which group do you belong? Are you thrifty, or are you extravagant? Are you a patriot or a slacker?

What do you think of the man who refuses to bear arms for his country? You call him a slacker because he will not

give his services to his country. What do you think of people who are idle much of the time, who loaf, who spend weeks and months at places of amusement and summer resorts when it is not necessary to their health and efficiency? Oh! To be sure, they may say that they can afford it. But that is no reason why they should refuse to give *their* services to their country. They are slackers because they are not producing as much as they might; they are not helping to furnish the things needed by the boys in the trenches; they are not serving their country.

There are millions of people on our farms and in our shops and factories who can spend much of their time (services) producing and manufacturing goods needed for carrying on the war if:

1. We do not waste anything.
2. We make clothing and household furnishings last longer.
3. We do not buy the services of others for ourselves before these services are *absolutely necessary* to our health and efficiency.

Where the Government Must Get Its Billions

The Government, like any great business concern, has its usual income and expense. As stated above, its expenses during the last 130 years have amounted to 26 billion dollars, but it is now forced into a situation where it must spend 19 billions in one year. It cannot meet one-tenth of this with its usual income and must therefore borrow what it needs. Isn't that what any business man does?

Now, from whom does the Government wish to borrow money? From you, your brother, sister, father, mother, and friends. It does not ask you to give the money; the Government asks you to lend it. Perhaps you have a brother, father, or some dear one at the front. He may *give his life* to his country. Will you not *lend your money*?

SEVEN REASONS FOR SAVING

1. Save for your country's sake, because it is now spending millions a day, and must find most of the money out of savings.

2. Save for your own sake, because work and wages are plentiful and, while prices are high now, a dollar will buy more after the war.

3. Save because, when you spend, you make other people work for you, and the work of everyone is needed now to win the war. Therefore, spend wisely.

4. Save because, by saving, you make things cheaper for everyone, especially for those who are poorer than you.

5. Save because, by going without, you relieve the strain on ships, docks, and railways, and make transport cheaper and quicker.

6. Save because, by saving, you set an example that makes it easier for the next man to save. A saving nation is an earning nation.

7. Save because every time you save you help twice, first when you don't spend, and again when you lend to the Nation.

THREE KINDS OF DOLLARS

A Slacker Dollar. There are three things you can do with a dollar. You can hide it, you can spend it, or you can invest it. Now a dollar that is hidden away is an idle dollar and today, when the Government needs the money, it is a drag on the community, just as an idle man is a drag on the community. An idle dollar is a slacker.

A Traitor Dollar. But there is something worse than a slacker. A slacker is not doing anything actively to defeat the Nation's purposes, but when you spend money for things that *you do not need*, when you employ labor or use up material which you could well get along without and that the Government needs, your dollar is an ally of the enemy. It is a traitor dollar.

A Patriot Dollar. When you lend your money to the Government, you put it to work to help win the war, for that dollar will help to buy the clothes, the guns, and the munitions that our armies must have. It may be used to buy the motor-trucks, engines, and ships that are needed to carry supplies to the men, and when we buy things that we can get along without, then we are postponing the day of victory.

No More Pleasure as Usual

We must all plan to save as much as we can every day and every week. You cannot buy a thrift stamp and think that you have done your duty. If you have been spending ten cents a week for things that you do not need, you should save that much every week. If you have spent a dollar a week for things that do not help to keep you well and strong, or to increase your ability to work and study, you should save a dollar a week. You are interfering with the Government when you go on with pleasure as usual.

People Who Work for the Government Cannot Work for You

Suppose you wanted a man to drive you to the railroad station and you saw a man driving an ambulance. Would you stop him and say? "I can give you a better job. I will pay you more for driving me to the station than the Government pays you for driving the ambulance. You may be on an errand of mercy, but get off, I want you to haul me." You wouldn't do that.

Suppose you saw a man at work in a factory, making a gun or a shell, and you knew that that gun or shell was necessary for our soldiers. Would you say, "Stop your machinery and quit working on guns and shells. I want you to make a bicycle for me. If you will work for me I will pay you more than the Government." You surely would not do that.

Suppose you saw a woman working at loading shells or making a gas mask. Would you say? "I want a new dress made. I want a new hat. Stop that work and work for me." Knowing that the gas mask might save the life of a soldier and that the shells are necessary if we are to win the war, you certainly would not ask the woman to stop her war work and go to work for you. But we are all doing just that thing. We don't think. We don't understand that men and women who are working for us cannot work for the Government.

THRIFT IN CARE OF CLOTHING

With the prices of clothing advancing all the time and with a shortage of clothing material facing us, we must not only use economy in buying, but must also make the present supply last as long as possible.

Selection

When buying garments consider the wearing qualities of the material, the fastness of the dye, etc., rather than the prevailing style in color and weave.

Garments made at home will wear longer than those ready-made, if the materials are carefully chosen, the workmanship good, and the garment well fitted.

Preparation of New Material

Linens, ginghams, and voiles, or materials which spot or lose their shape when they are wet, should be sponged or shrunk before making up. A good method of sponging wool is to lay the material folded through the center on a wet sheet or long piece of muslin. Roll and leave over night. Press on the wrong side with a dry cloth laid over the material. A good way to shrink cottons or linen is to leave the material folded, place in the bath tub, cover with water and leave over night. In the morning hang on the line, hanging the selvage edges together. When partly dry, press.

Many garments are discarded before they are much worn because they are badly faded. Set colors in cottons and linens before making. Set colors in ready-made garments the first time they are laundered.

Protection and Care of Clothing

Hang clothes on hangers and away from the dust when not in use. This saves time in caring for the garments, and prevents the wearing that results from constant brushing, pressing, and cleaning. A good substitute for a skirt hanger may be made by placing loops or safety pins at the sides of the skirt and hanging them on nails placed in the closet at the right distance to keep the bands of the skirt extended. A substitute for a coat hanger may be made from a roll of paper or a piece of wood covered with muslin with a tape hanger at

the center. Have cotton covers made for waists, dresses, and coats that are worn only occasionally.

Sponging, cleaning, and pressing will make wearable many a garment which looks shabby.

Have play clothes for the children and save their good ones.

Wear aprons when at work. There are many attractive ones for all kinds of uses.

Fresh collars and cuffs quite change the appearance of a dress. They should be removable, since they need laundering more often than the dress.

Shoes

Have shoes carefully fitted.

Shoes wear longer when two pairs are alternated.

Rubber heels are a help if one wears off heels badly.

Have heels built up as soon as they wear off, otherwise the whole shoe soon runs over and loses its shape.

Vaseline rubbed on shoes occasionally and allowed to thoroughly dry before using keeps the leather soft and gives it greater resistance to water.

Keep shoes clean and dry.

Rubbers are a good investment. Soft paper pressed into the toes and heels of rubbers will prolong their life.

Stockings

Stockings that fit well give longer service.

The life of stockings may be lengthened if the top is stretched and two rows of machine stitching (long stitch) run around the stocking just below the hem. This checks the runners when they start.

It is often economy to buy new feet for stockings, especially for children.

A piece of velvet pasted into shoes at the heel will increase the wearing qualities of the stockings.

If the linings of heels of shoes get worn so that they wear your stockings, paste cotton wadding or adhesive tape over the hole, giving a smooth surface.

Carefully repair stockings as soon as the need arises.

Fiber-silk stockings must be carefully laundered. Use lukewarm water, as hot water weakens fiber. Use good soap.

Wash stockings frequently, especially silk ones, which will last much longer if rinsed out after each day's wear. Perspiration quickly rots silk.

Laundering

Do not allow garments to become too badly soiled before washing.

Launder carefully all colored wash materials. Do not use too hot water. Use good white soap. Dry in the shade. Colors which have faded may be strengthened.

Blues—use strong bluing.

Pinks—use a little red ink or color from red crepe paper in rinse water.

Yellows and tans—use strong coffee in rinse water.

White crepe de chines which have become yellow after laundering, tint by dyes obtained at drug store, or dye from colored crepe paper.

Do not send fragile waists, collars, etc., to the laundry. They should be carefully washed by themselves.

KEEP A SERVICE RECORD

Make a little book in which you show under the proper dates what you are doing for your country. Decorate the book with some appropriate design and name it "My Service Record." If this book is properly made and your services are accurately recorded, you will be proud of it in the years to come. Of course, there are some services like speaking words of loyalty for your country, being careful not to waste things, etc., that you probably cannot show in your record, but there are many others that you can. You can make a record of deeds actually done, or gifts and sacrifices made.

SUGGESTED FORM

1918

Page 1

March 25

Earned 25c running errands and bought a Thrift Stamp.
Sent a magazine to a soldier.

March 26

Completed knitting 1 square for a hospital comfort.
Helped mother entertain two soldiers.

March 27

Put fertilizer on my garden.
Earned 50c raking a lawn.
Bought a Thrift Stamp.
Gave 10c to Belgian Relief Fund.

The War-Savings Plan

STUDY THESE QUESTIONS AND ANSWERS

Question: What is the War-Savings Plan?

Answer: It is a plan by which you can lend small savings to your Government at 4% interest, compounded quarterly.

Question: How may this be done?

Answer: By purchasing War-Savings Stamps and Thrift Stamps.

Question: What is a War-Savings Stamp?

Answer: It is a stamp for which the Government will pay you \$5 on January 1, 1923.

Question: What does a War-Savings Stamp cost each month of 1918?

Answer: Jan. . \$4.12	Apr. . \$4.15	July . \$4.18	Oct. . \$4.21
Feb. . 4.13	May . 4.16	Aug. . 4.19	Nov. . 4.22
Mar. . 4.14	June . 4.17	Sept. . 4.20	Dec. . 4.23

Question: Why is the price higher each month?

Answer: Because the stamps are earning interest.

Question: What is a Thrift Stamp?

Answer: It is a stamp costing 25 cents, to be applied in payment for a War-Savings Stamp. It does not earn interest. The purpose of its issue is to enable people to accumulate in small sums the amount necessary to pay for a War-Savings Stamp.

Question: Where can I buy them?

Answer: At post-offices, banks, and authorized agencies.

Question: Why should I buy them?

Answer: Every dollar loaned to the Government helps to save the lives of our men at the front and to win the war.

War-Savings Stamps and Certificates

Question: I want to begin to save on the War-Savings Plan. What is the first thing to do?

Answer: Take \$4.12 to the post-office or a bank or any other agent, buy a War-Savings Stamp, and ask for a War-Savings Certificate.

Question: What is a War-Savings Certificate?

Answer: It is a pocket-sized folder containing twenty spaces upon which to place War-Savings Stamps.

Question: Can I get a War-Savings Certificate without buying a stamp?

Answer: No.

Question: Does the War-Savings Certificate cost anything?

Answer: No. The agent from whom you purchase the stamps will write your name and address on the certificate and will furnish you an envelope in which to keep it.

Question: What do I do after that?

Answer: Affix the War-Savings Stamp on your certificate in space No. 1 and take good care of it.

Question: What do I do next?

Answer: You have now become a war saver. Continue to buy War-Savings Stamps every week or month and put them on your certificate until you have filled all of the 20 spaces. When this is done you can buy another War-Savings Stamp, and you will receive free of cost another certificate to which you can attach new stamps as you buy them.

Question: When I have filled the 20 spaces on my certificate what do I do with it?

Answer: Keep the certificate until January 1, 1923, and the Government will pay you \$100 for it.

Question: How many War-Savings Certificates can I fill?

Answer: Ten. The law allows each person to own \$1,000 worth of War-Savings Certificates.

Question: What is the largest quantity that I can purchase at one time?

Answer: \$100 worth, or twenty stamps.

Thrift Stamps and Thrift Cards

Question: If I do not have enough money saved up to buy a War-Savings Stamp and can only save in small amounts what should I do?

Answer: Buy a 25-cent Thrift Stamp at a post-office, bank, or other authorized agency and ask for a Thrift Card, to which you can attach your Thrift Stamp.

Question: Is there any charge for a Thrift Card?

Answer: No. It is given you to hold Thrift Stamps and contains a place for your name and address.

Question: How many Thrift Stamps will this card hold?

Answer: Sixteen stamps, which represent a value of \$4.

Exchanging Thrift Cards for War-Savings Stamps

Question: When I have filled the Thrift Card, what do I do?

Answer: Take it to a post-office, bank, or other authorized agency, surrender the card and pay in cash the few cents difference between the \$4 worth of Thrift Stamps and the price of a War-Savings Stamp for the month in which the exchange is made.

Question: What do I do next?

Answer: You take the War-Savings Stamp given you in exchange for your Thrift Card, ask for a War-Savings Certificate, if you haven't one already, and attach the stamp to the certificate.

Question: Should I continue to buy Thrift Stamps?

Answer: Yes. Ask for a new Thrift Card and begin again.

Question: Do Thrift Stamps bear interest?

Answer: No.

Question: Then why are they issued?

Answer: To make it convenient for you to save in small amounts so that you can purchase a War-Savings Stamp which does bear interest.

Question: May I exchange Thrift Stamps for War-Savings Stamps at any time?

Answer: No, only on or before December 31, 1918.

Loss

Question: If I lose some detached Thrift Stamps, can I get my money back?

Answer: No. These stamps are of value to the bearer, just as postage stamps are.

Question: If I lose my Thrift Card, what can I do?

Answer: Be sure to put your name and address on the Thrift Card, so that if the finder drops it in any post-office box without postage it may be returned to you.

Question: Is an unattached War-Savings Stamp of value to anyone who finds it?

Answer: Yes. For this reason you should attach it to your War-Savings Certificate at the time of purchase. You should write across the face of the stamp your name and the number of your certificate.

Question: If a registered War-Savings Certificate is lost or destroyed, what should I do?

Answer: If it is not returned to you within a reasonable time, report it to your Postmaster where you had the certificate registered.

Question: How do I get my money back if my registered War-Savings Certificate is lost?

Answer: By applying at the post-office where you registered it.

Payment at Maturity

Question: Where does the United States Government pay the \$5 on January 1, 1923, for each War-Savings Stamp attached to a War-Savings Certificate?

Answer: At either the Treasury Department in Washington or at any money order post-office after ten (10) days' notice.

Question: Where is payment made if the certificate is registered?

Answer: At the post-office where the certificate is registered.

Transfer

Question: Can I sell or transfer my War-Savings Certificate to anyone?

Answer: No. The certificate is not transferable and is of value to the owner only, except in case of death or disability.

Question: Should I sell my Thrift Card to anyone?

Answer: No. Your Thrift Card has your name on it and should be filled with sixteen 25-cent Thrift Stamps and exchanged at a post-office, bank, or other authorized agency for a War-Savings Stamp.

Payment Before Maturity

Question: If it is necessary before January 1, 1923, to have money for my War-Savings Certificate, how can I get it?

Answer: If it is not registered, take it to any money-order post-office and it will be redeemed, after ten days' written demand, as prescribed by the rules of the Post-Office Department. If registered, take it to the post-office where registered.

Question: What do I get in cash for each War-Savings Stamp attached to my War-Savings Certificate if I surrender it?

Answer: The amount is indicated on the table, which is printed on the back of each War-Savings Certificate.

Question: Can I surrender my Thrift Card for cash?

Answer: No.

Question: If I must have money on my Thrift Card and Thrift Stamps, how can I obtain it?

Answer: By filling the Thrift Card and exchanging it for a War-Savings Stamp, which has a redeemable value.

Question: Is the post-office the only place where I can surrender my War-Savings Certificate before its maturity and get my money back?

Answer: Yes.

Question: How much notice must I give the post-office?

Answer: Ten days' notice.

Question: If I should find it necessary to surrender my War-Savings Certificate for cash, what rate of interest would I receive on my investment?

Answer: A little less than 3 per cent.

Question: If I have registered a War-Savings Certificate in one city and I move to another, do I have to go back to the city where registered to get my money?

Answer: No. You may, by applying to the postmaster where your certificate was registered, have your registration card transferred to any post-office you may designate.

Question: Can I write my name on a stamp to identify it?

Answer: Yes.

General Information

Question: Is the money received from War-Savings Stamps and Thrift Stamps used for the same purpose as the money received from Liberty Bonds?

Answer: Yes.

Question: Should I take money out of a savings bank to buy War-Savings Stamps?

Answer: No. You should save as much as you can every day and buy Thrift Stamps and War-Savings Stamps with these savings.

Question: How did Congress authorize these War-Savings Certificates?

Answer: By Act approved September 24, 1917.

Question: How large an amount of War-Savings Certificates can be issued under the present law?

Answer: \$2,000,000,000.

Questions and Exercises

1 Make an accurate list of everything you have purchased during the last week or two showing how much each article cost. Try to recall every expenditure no matter how small. Then check each article that you did not absolutely need in order to be healthy and efficient in your work. Compare and discuss the lists in your class. How many Thrift Stamps could you have bought with the money spent for the things you did not need?

Say "No" to yourself the next time you are tempted to spend needlessly, and hand the money to your Government

2. From the lists mentioned above estimate the total needless expenditure for your class during the last week or two and tell how many War Savings Stamps might have been purchased with the money thus spent. Look at page 97 and show how the Government could use this money to buy materials necessary to the winning of the war.

3. As a class exercise, make a list on the blackboard of things purchased by men and women which they might do without. Discuss each article with reference to the material and labor necessary to produce it and show how the people who continue to buy it are adding to the difficulties of winning the war.

4. Do you think people should continue to build new homes and other buildings as usual? Why?

5. Why has the Red Cross recently conducted a campaign to collect at least 5000 tons of old clothes for the Belgians and French who are behind the German lines? Why wouldn't it have been a better plan to secure money enough through donations to buy new clothes or the goods with which to make them?

6. About how many pounds of wool or cotton or both are there in a boy's suit? A man's suit? A girl's skirt? An overcoat for a boy a

girl, a man, a woman? (Base estimates on materials necessary for garments for boys and girls of your age.)

7. Find out about how many pounds of wool can be taken from a sheep that is shorn but once a year.

8. Name the countries and the states within our country that lead in the production of sheep.

9. Where are the largest clothing manufactories in this country?

10. Write an autobiography of 5 pounds of wool from the time it was on the back of a sheep in Montana until it was worn in the form of an overcoat by a man in Ohio.

Wearing our clothes longer saves goods and services.

11. Estimate the number of pounds of wool necessary to furnish a soldier with one complete equipment for foreign service. (See page 97.) Also estimate how many tons of wool it would require to equip the 2,000,000 American soldiers now under arms.

12. The Red Cross plans to supply every soldier with a sweater as well as many other things. About how many tons of wool will be required for 2,000,000 sweaters?

13. Show how the war has created an extra demand for cotton also.

14. Keeping in mind these enormous quantities of material and the constant services of tens of thousands of men and women that are required in connection with the production, transportation, and manufacture of the goods, what do you think of people who are careless with their clothes and are unwilling to wear them after they are slightly "out of style"? How do such people hinder the Government in carrying on the war? What would you suggest that these people should do about their demand for clothing and also with the money which they would ordinarily spend for it?

15. Do you know any people who spend too much time playing games, riding in automobiles, going to the theater, etc.? Knowing the needs of our Government, what do you think these people should do if they really want to be loyal?

16. What do you think of a loafer?

PART FIVE

THE JUNIOR RED CROSS

THE JUNIOR RED CROSS

"I have a little namesake," the Red Cross said,
"He's not very old yet, but he's forging right ahead
In his efforts to help me raise the money and supplies
For which my hard-worked sister in the other country cries.
He is raising money rapidly and works with all his might,
To give the soldiers comfort, if he doesn't help them fight;
And when the war is over and we know the gain and loss,
Many hearts will be so grateful for the Junior Red Cross."

—*By a Junior Red Cross Member, Evansville, Indiana.*

The Purpose of the Junior Red Cross

What is the Junior Red Cross and why do we have such a thing in our schools?

We all know about the Senior Red Cross, for which so many of our mothers and sisters are working; which is sending all sorts of bandages to France, to wrap up the wounds of the brave men who have been hurt in the terrible war. We know that in a time of war, as now, it is sending sweaters and mufflers and hoods and thick socks to keep the soldiers warm; we know that in times of peace it sends help to any city where a great storm or a fire or an earthquake has driven people from their homes and killed and maimed them. If we know this, the best answer that we can give to the question about the Junior Red Cross is that it is the child of the Senior Red Cross. For it tries to do the same sort of work, in a smaller way.

We have it in our schools for several reasons. First, our boys and girls are anxious to help in winning the war.

You know the English are a people who very much dislike any bragging or boasting. For this reason an Englishman, in telling what he is doing, generally tries to make it seem that it is very little. So he likes to say, "I am trying to do my bit," making everybody think that it is only a little bit, even when it may be a very big bit. So our American boys and girls like to say, "I am doing my bit along with everybody else in helping to win the war."

But if every boy and girl went to work making something for the soldiers without being told what was most needed, or without asking anybody's advice, all sorts of mistakes would be made. They might make sweaters when the thing that was most needed was plenty of bandages or splints.

So there must be a head, or a leader, to tell us what sort of work to do, and just how much of each kind.



RED CROSS MEN AT WORK ON THE BATTLEFIELD

The Senior Red Cross is asked for more than it can do. Some of these things for which it is asked can be made just as well as not by the younger folks. And here the Junior Red Cross can help.

Then, too, it offers a great chance for children to learn lessons in love of country, in service, in doing without things for the sake of other people, in saving, in helping those who have suffered cruelly through the war.

How It Came to be Organized

Early in September, 1917, the War Council of the United States voted to invite the children of the nation to take part in the work of the Red Cross.

By the 1st of January, 1918, there were 2,531 different school auxiliaries and 860,740 children who had joined.



BELGIAN ORPHANS BEING FED AND CARED FOR

This seems a great many, but really it was only a small part of the school children of the United States, for there are nearly 22,000,000 of them all told. So during February, 1918, a hard effort was made to get them all to join. Several cities report that every child has joined and others are "going over the top" every day. To become a member a child has to pay twenty-five cents, and this sum looks large to many families who are not rich. Of course, it would be easy for some children simply to ask their fathers or mothers for the money, but in most cities it is asked that the children should earn it.

Some one will say, "Why ask money?" The answer is, first, that the five and a half million dollars which would come from the twenty-two million American school children is a mighty sum and can do a great deal of good; second, that it is a good thing for a child to give up something that he wants in order to supply the much greater wants of other children.

The money is used to buy supplies from which to make useful things for the soldiers abroad and the needy children of Europe. It is used to pay for the food of some child in France or Belgium whose parents have been killed by the Germans. In this way a school may "adopt" a French orphan, by agreeing to pay a certain sum each year to feed and clothe him.



FRENCH BOYS BEING TAUGHT CARPENTRY IN SCHOOL ESTABLISHED BY THE FRANCO-AMERICAN COMMITTEE, AND SUPPORTED BY THE RED CROSS

How Members Can Earn Money

Some schools have helped to raise it by giving entertainments and charging for the tickets. The boys and girls speak pieces, play on the piano, sing, or give tableaux and little plays to amuse the audience.

Some children have earned their money by collecting and selling to the junk man tin foil, lead, zinc, wastepaper, old rubber, etc. This helps save these things, which are badly needed in war time, and teaches the children to avoid waste.

Others have gotten people to subscribe to magazines, while others have sold seeds for war gardens.

Still others have given up money that had been given to them to spend selfishly for their own pleasure, on candy, gum, or "movies."

Others run errands, clean up yards, put in coal, wash dishes, sweep walks, shovel snow, etc.

Some are already planting gardens with the idea of selling the vegetables that they raise and giving the money to the Junior Red Cross.

What Members Can Do in the Classroom

Now how can we work for the Junior Red Cross inside the school itself?

In the first place, we can have patriotic exercises every morning in the school rooms. Certain children who know it well can tell to those in the lower rooms the story of the Red Cross, and similar stories of love of country, giving up for others, serving and working to win the war.

In our drawing lessons we can have cartoons and posters made, showing how food can be spared and money saved and work done for our country.

Our music can be largely made up of songs of America and its friends. Some children have even written words about the Red Cross which can be sung to well-known tunes.

In the language classes, verses and compositions can be written about the war and the many ways that children have of helping to win it.

Plays and dialogues on patriotic themes can be written by the children and staged and played before audiences.

Some boys and girls have made up first-class yells about the Junior Red Cross.

In the arithmetic classes problems can be worked that show us how much we can give to France, England, and Italy if every child in America saves only one lump of sugar a day; how much coal is wasted by burning electric lights when they are not needed, etc.

In the history classes pupils can study how the war began and why America had to go into it. Every teacher will know these facts and will be glad to make the children understand the rights and wrongs of the great World War.

The boys in the manual training shops can make packing boxes in which to send to France bandages and clothes. They can build flag poles, can plan and build furniture for the homes where sick soldiers live after leaving the hospitals, while they are waiting till they get strong enough to go back to fighting. They can draw plans for posters and banners, advertising the work of the Red Cross. They can make useful things to be sold to raise money for Red Cross materials.

The girls in the household arts classes can make clothes for the poor children of France and Belgium who have been driven from their homes by the Germans.

They can knit sweaters and hoods and socks for the soldiers. They can help their teachers to show all housewives how to save food, how to can vegetables, how to use corn and syrups and beans instead of the wheat and sugar and meat that we have to send to Europe.

The Junior Red Cross can be the power behind all movements toward winning the war. Its members will think patriotism, talk patriotism, act patriotism. Whether it is a campaign for thrift stamps, or for saving of coal, or saving of food, or any other kind of service, America will not call in vain on her future citizens, the members of the Junior Red Cross.

Try to get every boy and girl in your school to join and work for the Junior Red Cross. Remember that our country has about 22,000,000 school children. If all become members, the Junior Red Cross will be the biggest "club" in the world! You will be proud to belong to such a society.

Questions and Exercises

1. What is the difference between the Senior Red Cross and the Junior Red Cross?
2. Name some of the things done by the Senior Red Cross in times of peace. In times of war.
3. What special services are asked of boys and girls by the Junior Red Cross?
4. Why is it better to earn the money for your membership than to ask your parents to give it to you for this purpose?
5. Mention some ways by which you can earn money for the Junior Red Cross.

PART SIX

WHAT IS DEMOCRACY?

I pledge allegiance to my flag, and to the republic for which it stands, one nation, indivisible, with liberty and justice for all.

ABRAHAM LINCOLN

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war; testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

—*Dedication Speech at Gettysburg.*

JAMES RUSSELL LOWELL

There can be no doubt that the spectacle of a great and prosperous Democracy on the other side of the Atlantic must react powerfully on the aspirations and political theories of men in the Old World who do not find things to their mind; but, whether for good or evil, it should not be overlooked that the acorn from which it sprang was ripened on the British oak. Every successive swarm that has gone out from this *officina gentium* [mother of peoples] has, when left to its own instincts—may I not call them hereditary instincts? assumed a more or less thoroughly democratic form. This would seem to show, what I believe to be the fact, that the British Constitution, under whatever disguises of prudence or decorum, is essentially democratic.

—*Essay on Democracy.*

THEODORE ROOSEVELT

Much has been given to us and much will rightfully be expected from us. We have duties to others and duties to ourselves; and we can shirk neither. We have become a great nation, forced by the fact of its greatness into relations with the other nations of the earth; and we must behave as beseems a people with such responsibilities. Toward all other nations, large and small, our attitude must be one of cordial and sincere friendship. We must show not only in our words but in our deeds that we are earnestly desirous of securing their good will by acting toward them in a spirit of just and generous recognition of all their rights.

We know that self-government is difficult. We know that no people needs such high traits of character as that people which seeks to govern its affairs aright through the freely expressed will of the freemen who compose it. But we have faith that we shall not prove false to the memories of the men of the mighty past. They did their work, they left us the splendid heritage we now enjoy.

—*Inaugural Address, March 4, 1905.*

AMBASSADOR WALTER H. PAGE

What is the United States? It is a vast territory of great resources and a hundred million prosperous people, yes but more. The republic is a system of society, a scheme of life, a plan of freedom, a state of mind—an ideal that every human shall have the utmost possible opportunity for individual development and that nothing shall be put in the way of that development. It was for this and upon this that our fathers established it. This we haven't forgotten, nor shall we ever forget. It is to make sure that this ideal shall not now perish from the earth that brings the United States into this war. High as the cost and great as the toll may be, we shall be better for standing where we have always stood, whatever the cost.

—*Great Days for the Republic.*

ELIHU ROOT

To this great conflict for human rights and human liberty America has committed herself. There can be no backward step. There must be either humiliating and degrading submission or terrible defeat or glorious victory. It was no human will that brought us to this pass. It was not the President. It was not Congress. It was not the press. It was not any political party. It was not any section or part of our people.

It was that in the providence of God the mighty forces that determine the destinies of mankind beyond the control of human purpose have brought to us the time, the occasion, the necessity that this peaceful people so long enjoying the blessings of liberty and justice for which their fathers fought and sacrificed shall again gird themselves for conflict, and with all the forces of manhood nurtured and strengthened by liberty offer again the sacrifice of possessions and of life itself, that this nation may still be free, that the mission of American democracy shall not have failed, that the world shall be free.

—*The Duties of the Citizen.*

WOODROW WILSON

(EXTRACTS FROM THE PRESIDENT'S ADDRESSES)

I am not bound to be loyal to the United States to please myself. I am bound to be loyal to the United States because I live under its laws and am its citizen, and whether it hurts me or whether it benefits me, I am obliged to be loyal. Loyalty means nothing unless it has at its heart the absolute principle of self-sacrifice. Loyalty means that you ought to be ready to sacrifice every interest that you have, and your life itself, if your country calls upon you to do so, and that is the sort of loyalty which ought to be inculcated into newcomers, that they are not to be loyal only so long as they are pleased, but that, having once entered into this sacred relationship, they are bound to be loyal whether they are pleased or not.

—*The School of Citizenship.*

My dream is that as the years go on and the world knows more and more of America it will also drink at these fountains of youth and renewal; that it also will turn to America for those moral inspirations which lie at the basis of all freedom; that the world will never fear America unless it feels that it is engaged in some enterprise which is inconsistent with the rights of humanity; and that America will come into the full light of the day when all shall know that she puts human rights above all other rights and that her flag is the flag not only of America, but of humanity.

A patriotic American is a man who is not niggardly and selfish in the things that he enjoys that make for human liberty and the rights of man. He wants to share them with the whole world, and he is never so proud of the great flag under which he lives as when it comes to mean to other people as well as to himself a symbol of hope and liberty. I would be ashamed of this flag if it did anything outside America that we would not permit it to do inside of America.

—*The Meaning of the Declaration of Independence.*

The commands of democracy are as imperative as its privileges and opportunities are wide and generous. Its compulsion is upon us. It will be great and lift a great light for the guidance of the nations only if we are great and carry that light high for the guidance of our own feet. We are not worthy to stand here unless we ourselves be in deed and in truth real democrats and servants of mankind, ready to give our very lives for the freedom and justice and spiritual exaltation of the great nation which shelters and nurtures us.

—*Address on Abraham Lincoln.*

For us there is but one choice. We have made it. Woe be to the man or group of men that seeks to stand in our way in this day of high resolution when every principle we hold dearest is to be vindicated and made secure for the salvation of the nations. We are ready to plead at the bar of history, and our flag shall wear a new luster. Once more we shall make good with our lives and fortunes the great faith to which we were born, and a new glory shall shine in the face of our people.

—*The Flag Day Address.*

Helpful Bulletins and Circulars

The following pamphlets are published by the United States Department of Agriculture and will be sent to you if the supply is not exhausted. Check the ones which you think will be helpful to your family, fill in the name of your Representative in Congress or one of your Senators, tear out the slip, and send it in a properly addressed envelope. Or, if you prefer, write a letter asking for the publications you desire.

Hon.....
.....
Washington, D. C.

I am a pupil in the.....School of this city and have been studying Food Conservation. In order that we may know more in my home about the best methods of conserving and preparing food, I am respectfully asking that the bulletins checked be sent to me.

Very sincerely yours,
.....

- 34 Meats: Composition and Cooking.
- 249 Cereal Breakfast Foods.
- 256 Preparation of Vegetables for the Table.
- 363 The Use of Milk as Food.
- 375 Care of Food in the Home.
- 391 Economical Use of Meat in the Home.
- 487 Cheese and its Economical Uses in the Diet.
- 496 Raising Belgian Hares and Other Rabbits.
- 535 Sugar and its Value as Food.
- 559 Use of Corn, Kafir, and Cowpeas in the Home.
- 565 Corn Meal as a Food and Ways of Using It.
- 602 Clean Milk: Production and Handling.
- 609 Bird Houses and How to Build Them.
- 653 Honey and its Uses in the Home.
- 717 Food for Young Children.
- 807 Bread and Bread Making.
- 808 How to Select Foods: I. What the Body Needs.
- 817 How to Select Foods: II. Cereal Foods.
- 824 How to Select Foods: III. Foods Rich in Protein.
- 839 Home Canning by the One-Period Cold-Pack Method.
- 841 Home and Community Drying of Fruits and Vegetables.
- 853 Home Canning of Fruits and Vegetables.
- 871 Fresh Fruits and Vegetables as Conservers of Other Staple Foods.
- 881 Preservation of Vegetables by Fermentation, Salting, and Pickling.
- 903 Commercial Evaporation and Drying of Fruits.

The following Bulletins and Circulars May Be Obtained Free of Charge by Applying to the Distributors, as Listed

Recipes

- Best War Time Recipes. (Royal Baking Powder Co.)
- Bread Lessons. (Short Course Notes 5, Iowa State College of Agriculture, Ames, Iowa.)
- Bread and Bread Making in the Home. (Farmers' Bulletin 807, U. S. Dept. of Agriculture, Washington, D. C.)
- Cheese and Its Economical Uses in the Diet. (Farmers' Bulletin 487, U. S. Dept. of Agriculture, Washington, D. C.)
- Corn—Its Value. (U. S. Food Administration, Washington, D. C.)
- Corn and Its Uses. (Short Course Notes 20, Iowa State College of Agriculture, Ames, Iowa.)
- Corn Meal as a Food and Ways of Using It. (Farmers' Bulletin 565, U. S. Dept. of Agriculture, Washington, D. C.)
- Do You Know Corn Meal? (U. S. Food Administration, Washington, D. C.)
- Do You Know Oatmeal? (U. S. Food Administration, Washington, D. C.)
- Fifteen Recipes for Wheat Flour Substitutes and Cereals. (Women's Municipal League, 6 Marlborough St., Boston, Mass.)
- Food for Young Children. (Farmers' Bulletin, 717, U. S. Dept. of Agriculture, Washington, D. C.)
- Inexpensive Cakes. (Short Course Class Notes 12, Iowa State College of Agriculture, Ames, Iowa.)
- Leftover Foods. (Home Economics, Circular 2, Iowa State College of Agriculture, Ames, Iowa.)
- *Official Recipe Book. (Illinois State Council of Defense, 120 W. Adams St., Chicago, Ill.)
- Partial Substitutes for Wheat in Bread Making. (U. S. Dept. of Agriculture, S. R. S. Doc. 64, ext. S., Washington, D. C.)
- Preparation of Vegetables for the Table. (Farmers' Bulletin 256, U. S. Dept. of Agriculture, Washington, D. C.)
- Plain Patterns in Cookery. (Short Course Class Notes 23, Iowa State College of Agriculture, Ames, Iowa.)
- Recipes for Soups. (Short Course Class notes 11, Iowa State College of Agriculture, Ames, Iowa.)
- Simple Meals. (U. S. Food Administration, Washington, D. C.)
- Suggestions for Meatless Meals. (Short Course Class Notes 21 revised), Iowa State College of Agriculture, Ames, Iowa.)
- Soups. (Short Course Class Notes 11, Iowa State College of Agriculture, Ames, Iowa.)
- Start the Day Right. (U. S. Food Leaflet 1, U. S. Food Administration, Washington, D. C.)
- Uses of Sour Milk. (Home Economics Circular 15, Iowa State College of Agriculture, Ames, Iowa.)
- Use of Corn, Kaffir, and Cowpeas in the Home. (Farmers' Bulletin 559, U. S. Dept. of Agriculture, Washington, D. C.)
- War Economy in Food with Suggestions and Recipes for Substitutions. (U. S. Food Administration, Washington, D. C.)

*War Cook Book for American Women. (U. S. Food Administration, Washington, D. C.)

Wheat Saving Suggestions. (Emergency Leaflet 27, Iowa State College of Agriculture, Ames, Iowa.)

*For this pamphlet, enclose ten cents in stamps.

†For this pamphlet, enclose five cents in stamps.

The Home Garden. List I.

(For the Bulletins in List I, apply to Farmers' Bulletin Section, U. S. Department of Agriculture, Washington, D. C.)

Beans, 289.

Cabbage, 289.

Control of Insects and Diseases in the Home Vegetable Garden, 856.

Drying Fruits and Vegetables with Recipes for Cooking, 841.

Fresh Fruits and Vegetables as Conservers of Other Staple Food, 871.

Home Canning of Fruits and Vegetables, 853.

Home Storage of Vegetables, 879.

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Preservation of Vegetables by Fermentation and Salting, 881.

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The Small Vegetable Garden, 818.

Use of Corn, Kaffir, and Cowpeas in the Home, 559.

Use of Fruit as a Food, 293.

List II.

Boys' and Girls' Club Garden. (Extension Circular 24, The Extension Service, Massachusetts Agricultural College, Amherst, Mass.)

Garden Crops. (Extension Bulletin 209, Oregon Agricultural College, Corvallis, Oregon.)

Growing Tomatoes for Early Market. (Bulletin 144, Illinois Agricultural Experiment Station, Urbana, Illinois.)

Have a Backyard Garden. (Circular 72, Agricultural Extension Service of the University of Wisconsin, Madison, Wisconsin.)

Home-School Garden Project. (Club Members Circulars 3 and 4 College of Agriculture, University of Nebraska, Lincoln, Nebraska.)

Home Vegetable Gardening. (Circular 198, University of Illinois, Agricultural Experiment Station, Urbana, Illinois.)

The Home Vegetable Storage. (Extension Circular 45, Massachusetts Agricultural College, Amherst, Mass.)

Possibilities of the Fall Vegetable Garden. (Bulletin 200, Illinois Agricultural Station, Urbana, Illinois.)

The Small Vegetable Garden. (Farmers' Bulletin 818, Extension Service, Connecticut Agricultural College, Storrs, Conn.)

Shall I Plant a Garden This Year? (Circular 209, University of Illinois, Agricultural Experiment Station, Urbana, Illinois.)

War Vegetable Gardening. Parts I and II. (National War Garden Association, Maryland Bldg., Washington, D. C.)

Meats.

Economical Use of Meat in the Home. (Farmers' Bulletin 391, U. S. Dept. of Agriculture, Washington, D. C.)

Meats: Composition and Cooking. (Farmers' Bulletin 34, U. S. Dept. of Agriculture, Washington, D. C.)

Mutton and Its Value in the Diet. (Farmers' Bulletin 526, U. S. Dept. of Agriculture, Washington, D. C.)

Suggestions for Meatless Days. (Short Course Class Notes 21 (Revised), Iowa State College of Agriculture, Ames, Iowa.)

Conservation of Food.

Care of Food in the Home. (Farmers' Bulletin 375, U. S. Dept. of Agriculture, Washington, D. C.)

Conservation and Regulation in the United States During the World War. (U. S. Food Administration, Washington, D. C.)

Economical Use of Meat in the Home. (Home Economics Circular No. 16, Iowa State College of Agriculture, Ames, Iowa.)

Food Administration as Outlined by President Wilson and Mr. Hoover. (Bulletins 1, 2, 6, 7, 9.)

Grain and Live Stock. (U. S. Food Administration, Washington, D. C.)

Home Card for Food Conservation. (U. S. Food Administration, Washington, D. C.)

Household Conservation, Part I—Food. (Emergency Leaflet No. 4, Iowa State College of Agriculture, Ames, Iowa.)

Household Conservation, Part IV. Home Management. (Emergency Leaflet 7, Iowa State College of Agriculture, Ames, Iowa.)

Solving the Problem. (Speakers' Bulletin 3, U. S. Food Administration, Washington, D. C.)

The Standard Loaf. (U. S. Food Administration, Bulletin No. 11, Washington, D. C.)

Ten Lessons on Food Conservation. (U. S. Food Administration, Washington, D. C.)

The Food Shortage. (Emergency Leaflet 2, Iowa State College of Agriculture, Ames, Iowa.)

War Service in the Home. (U. S. Food Administration, Washington, D. C.)

Wheat Needs of the World. (U. S. Food Administration, Washington, D. C.)

Selection of Foods.

Choose Your Food Wisely. (U. S. Food Administration Leaflet 4, Washington, D. C.)

Food for Young Children. (Farmers' Bulletin 717, U. S. Dept. of Agriculture, Washington, D. C.)

How to Select Foods—I. What the Body Needs. (Farmers' Bulletin 808, U. S. Dept. of Agriculture, Washington, D. C.)

How to Select Foods—III. Foods Rich in Protein. (Farmers' Bulletin 824, U. S. Dept. of Agriculture, Washington, D. C.)

Sugar and Honey.

Sugar and Its Value as a Food. (Farmers' Bulletin 535, U. S. Dept. of Agriculture, Washington, D. C.)

Honey and Its Uses in the Home. (Farmers' Bulletin 653, U. S. Dept. of Agriculture, Washington, D. C.)

Milk.

The Care of Milk and Its Use in the Home. (Farmers' Bulletin 413, U. S. Dept. of Agriculture, Washington, D. C.)

Uses of Sour Milk. (Home Economics Circular 15, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.)

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